

# concordia's Thursday Report

Vol. 16 No. 6 October 17, 1991

## Vice Rector, Services, to release space plan document

The Office of the Vice-Rector, Services, is putting the finishing touches on a discussion paper based on the Strategic Space Planning Committee's final report (see *CTR* of Sept. 12, 1991).

The discussion paper sets out the principles guiding the process and includes several scenarios generated in consultation with the Department of Space Planning.

The document will soon be forwarded to the four Faculty Councils, the Board of Graduate Studies and the Senate Committee on Academic Planning and Priorities. Following discussion and debate in these forums, the principles and attendant scenarios will be debated in Senate.

Based on these exchanges, the Office of the Rector (i.e. the Rector, Vice-Rectors and

Secretary-General) will select a scenario to form the basis for a proposal to the University's Board of Governors.

Last week, the Faculty Caucus organized a meeting to discuss a scenario developed by History Professor Robert Tittler and submitted to the Space Planning Committee last spring (see *CTR* of April 18, 1991).

The meeting attracted 37 faculty members. Giguère also addressed the group. A second Faculty Caucus meeting has been tentatively scheduled for next week in the Henry F. Hall Building, upon release of Giguère's report.

CONCORDIA's *Thursday Report* will publish the entire discussion paper by the end of the month.

— Laurie Zack

## Smith Commission report receives a "good grade"

*Rector says report strong on recommendations, weak on implementation*

by Bronwyn Chester

Concordia Rector Patrick Kenniff gives the Commission of Inquiry on

Canadian University Education "more than a passing grade" on its report released last Wednesday.

"I'd give it a good grade with some comments in the margin such as: 'Try to improve on the section on how universities can deal with the report's recommendations.'"

The report was commissioned a year and a half ago by the Association of Universities and Colleges of Canada (AUCC) to evaluate the quality and relevance of university education. Recommendations made by Stuart Smith, head of the Commission and former chairman of the Science Council of Canada include:

- increasing weekly classroom teaching by 10 to 15 per cent, bringing the total number of hours taught per professor to an average of eight hours.
- changing promotion and tenure practices so that good teachers are rewarded as much as good researchers.
- raising tuition fees, so that students would pay 25 per cent of the cost of their education, as opposed to the current 17 per cent. A new government loan system would help students who couldn't pay.
- allowing faculty being considered for tenure to choose whether they want to be judged on the basis of

See *REPORT* page 2

## Teachers, children learn from each other

by Ingrid Phaneuf

Where can a four-year-old go on a Jungle Walk to the nearest bathroom? Where can a seven-year-old learn to make hand shadows of giraffes? Where

do a raisin, tea leaves and black beans represent three very different shades of black?

Concordia's Saturday morning Art Workshops offer a wide range of creative activities for children and young adults between the ages of 4 to 18.

Art Education Professor Yvette Mintzberg, who has co-directed the

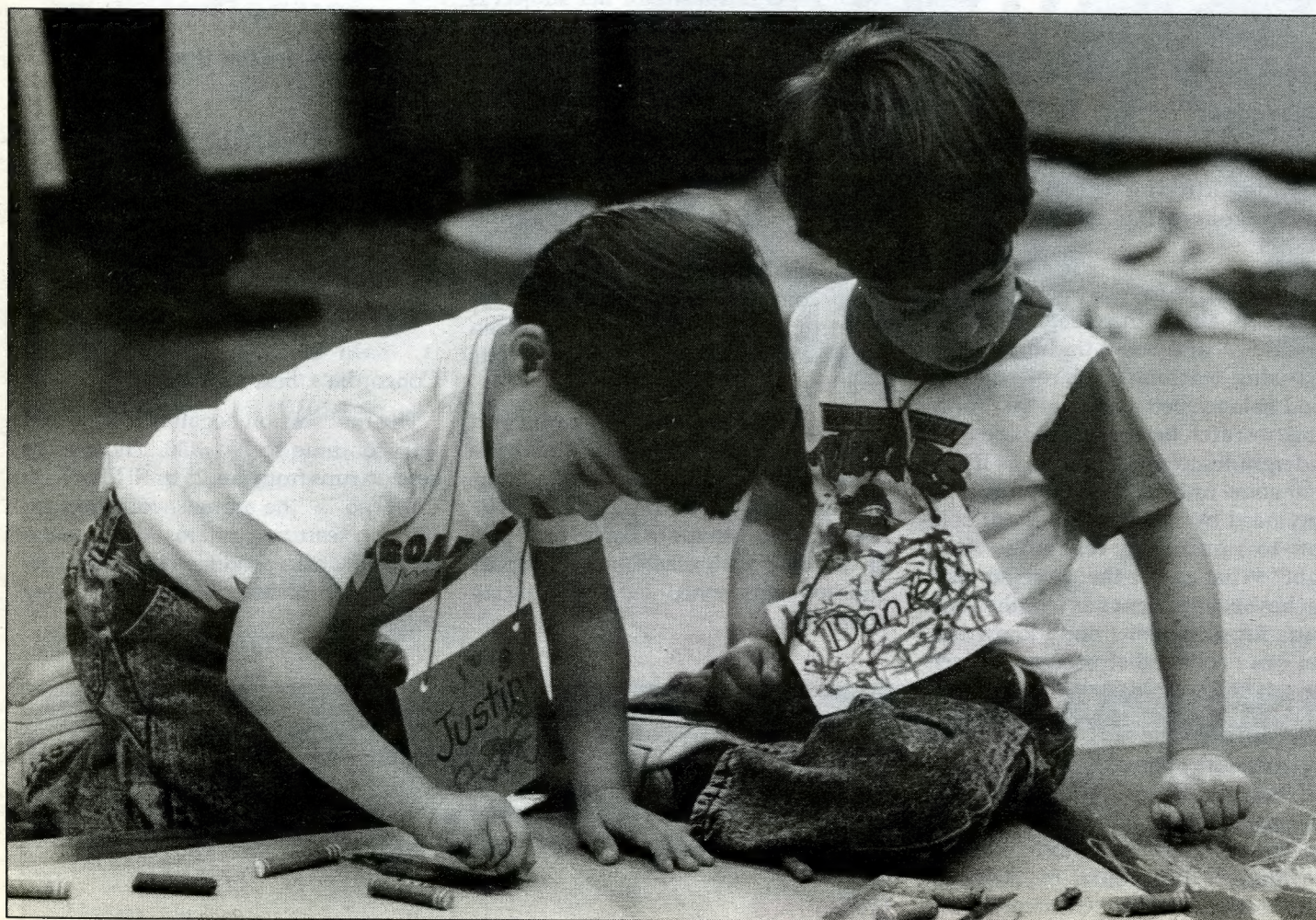
workshops with colleague Chris Harvey since 1983, said that the programme has three operating principles.

"The three things which are most important from my point of view are that the kids and their teachers learn by doing, that the teachers involve the kids as much as possible in what they're doing, and that the teachers feel en-

See *WORKSHOPS* page 2

Justin and Daniel are just two of the participants in Concordia's Saturday Morning Art Workshops — Concordia's 'best kept secret.'

PHOTO: Susan Mintzberg



## INSIDE

### Micromachines 3

They're called micro-machines — some are tinier than the dot over the letter 'i', motors smaller than a snowflake. Seven Concordia Mechanical Engineering Professors attended the eighth World Congress of the International Federation on the Theory of Machines and Mechanisms in Prague, Czechoslovakia, and took a look at the future.

### Persons Day 5

Sixty-two years ago, the Privy Council of Britain declared that women were 'persons' after a thirteen-year battle by early Canadian feminists. This year, Canada celebrates the decision with the Governor-General's Awards commemorating the Persons Case and Concordia does some celebrating of its own.

### Ombuds Annual Report

Find out about the student couldn't work in the U.S. because the paperwork wasn't done properly, the student who said his transcripts were never sent, the professor who switched course evaluations, or worse still, the professor who sexually harassed students and abused his power until he ultimately chose to leave the University when asked to answer for his actions.





# FF THE CUFF

edited by Bronwyn Chester

## Farmers' crisis an urban problem, says Reimer

*Off the Cuff* is a weekly column of opinion and insight into major issues in the news. If you are a Concordia faculty member and have something to say "off the cuff," call CTR at 848-4882.

Thanksgiving is the time of year when we are supposed to thank the elements and the farmers for the food that they produce. But 7,000 Manitoba farmers don't feel that gratitude: they took to the streets of Winnipeg last Wednesday to protest their low incomes.

While a government bailout may forestall the collapse of more farms, Concordia Sociology Professor **Bill Reimer**, who specializes in rural sociology, believes that the long-term solution rests not in the hands of farmers but in the hands of urbanites: consumers and governments.

"Part of the issue for farmers all over Canada is the government's policy to push for cheap food in an open market. In the short run, the cost of food, and the tax money needed to support agriculture, may be less, but in the long run, we will all pay for the loss of agricultural land as some farmers resort to more intensive methods of production. Others will be forced to leave farming.

"When displaced farmers and their families come to the city in search of work, competition for jobs increases, there is higher unemployment and taxes go up. You end up with major social problems.

"The government says it can't affect international markets. But the domestic situation is not helping farmers either. The redistribution of revenue from food production has shifted in the past 40 years away from the farmer and to the processors and marketers. The only people winning are the Westons, General Foods', Seagrams' and Krafts. There's a hidden context, where cheaper food at the table doesn't necessarily mean lower costs of production and better income for the farmer.

"Urbanites depend on a safe and reliable source of food. If we don't make it worthwhile to produce food that is not too full of pesticides, and is produced close enough to market to be fresh, then we lose out. Globalization of agriculture may provide cheaper food, but we have no assurance regarding the quality of production and the use of chemicals in and on the food.

"There is a trend now toward chemical-free agriculture, which could favour local farmers. But I don't know to what extent it will take off, especially with the recession working against this. People say, 'Okay, I'll take the cheaper food from elsewhere.' It's hard to predict the future of farming in Canada, but if there is to be an impact on food production, it will be determined by trends in the city."

## REPORT continued from page 1

- their teaching or research.
- placing greater value on continuing education and on distance education.
- being more accountable to the community. Smith suggests universities inform the public of their teaching and education performance.
- testing students before and after university completion for improvement in writing skills.

### Research doesn't generate money

Kenniff, who was a member of the AUCC executive when the report was commissioned, stressed that Smith was not addressing the question of university funding in the report.

"Smith was looking at universities from the point of view of their performance in teaching. Some universities have been putting too much emphasis on research."

The Rector says that re-orienting the universities is not necessarily a question of "injecting more money," and he disputes the widely held notion that research is a profitable enterprise for the university.

"We'd argue that research costs universities more money than what it brings in, particularly as government funding does not cover all of the indirect costs associated with research. Anyone thinking that research is money-generating is gravely mistaken."

Concordia, he says, is not research-intensive — although research is on the increase — and has a tradition of emphasizing teaching. "We're striking a good balance between the two. I don't think research here is at the expense of undergraduate programmes, as it may be at some universities." Kenniff is not convinced by Smith's eight-hour solution to improving teaching. "Why eight? What about the professor who teaches six hours but has lengthy office hours for students? I don't know how you can decide what is enough teaching."

Nevertheless, he says, long before the Commission ever existed, Concordia had begun addressing the issue with the establishment of a Commission on the Enhancement and Recognition of Teaching, to be chaired by Associate Vice-Rector, Academic Curriculum and Planning, Barbara MacKay.

## WORKSHOPS continued from page 1



PHOTO: Susan Mintzberg

A participant in the Saturday Morning Art Workshops finds a creative outlet.

thusiastic and get that enthusiasm across to the kids."

Mintzberg, who will supervise the first series of sessions, said that a teacher's enthusiasm for her subject is the primary motivating factor in the classroom.

"Enthusiasm is catching. If you love what you're doing, so will they."

There was no lack of enthusiasm at the first session in the series two weeks ago, as teachers led a band of four- and five year-olds on the Jungle Walk to the bathroom. A pathway made of huge multi-coloured paw prints cut from construction paper led the children down the length of the Visual Arts Building.

The instructors are Concordia Art Education students who team-teach the workshops during their final undergraduate or graduate diploma year. The morning workshops make up only part of the day, with teaching evaluations and seminars scheduled on Saturday afternoons.

The Department of Art Education and Art Therapy sometimes has to stop advertising the workshops because they frequently exceed their 110-participant capacity.

### Demand greater than capacity

Linda Cocklin is the mother of one of the children who is attending the first session. She herself is a former Concordia Early Childhood Education student who learned about the workshops by word of mouth.

"My friends said their children loved it," said Cocklin. "They called it Concordia's 'best kept secret.'"

The first session began on Oct. 5 and will continue to Nov. 30. The second session runs from Jan. 25 until March 14, followed by the annual workshop exhibition featuring photos, documentation and works produced this year. Late registrants for both sessions are being accepted.

### ERRATUM

In the Homecoming centre spread of last week's CTR, no. 4 of the Concordia Stingers was incorrectly identified. The player's name is Jean-François Héroux.



# Tiny machines will do big jobs in future

by Buzz Bourdon

Picture a machine cleaning the ceiling of a room 365 days a year. It's controlled by a computer and smaller than a cubic centimeter.

Sound far-fetched? How about a chip smaller than the dot over an "i" that could monitor a diabetic's glucose level and release insulin according to need?

They're called micro-machines, and they could revolutionize the world within five years, according to Mechanical Engineering Department Chair M.O.M. Osman.

"Some laboratories have already manufactured motors smaller than a snowflake," he said.

Osman got the word on micro-machines in August, when he and six of his colleagues from Concordia travelled to Prague, Czechoslovakia, to attend the eighth World Congress of the International Federation on the Theory of Machines and Mechanisms.

The Federation, comprised of 53 countries, was founded in the USSR in 1969. It promotes research and development of machines, robots and computer-integrated manufacturing.

The goal is "to design more durable, cost-effective and environmentally friendly machines," said Osman, who has taught at Sir George Williams University and Concordia since 1967. In 1971, he founded the Canadian Council on the Theory of Machines and Mechanisms and remains its Chair.

Concordia has been a high-profile member of both organizations, and sponsored the fifth World Congress in 1979. More than 600 people from 39 countries gathered to discuss the latest in machines.

"It's important that scientists from all over the world gather and exchange ideas and research findings," Osman said.

"The Congresses are very worthwhile. People present papers before the Congress. At the same time, big industrial companies like Pratt and Whitney show their new projects. Major publishers show their latest books and research journals."

At the Prague Congress, Osman and Mechanical Engineering Professors Selvakumar Arumugam, Rama Bhat, Richard Cheng, Antonios Georgantas, Tadeusz Krepec and G.D. Xistris presented their work on robotics, vibrations and fluid control.

Italy will host the next Congress in

1995. And if Osman has his way, Concordia will be the host again in 1999. The decision will be made at the next congress.

"Our chances are very good," he said.

"Based on the success of 1979, people will want to come back here. The point of the conference is to celebrate the end of the 20th century and the beginning of the 21st."

## AT A GLANCE

by Donna Varrica

Concordia is a vibrant collection of people, places and activities. At-a-Glance is one vehicle for discovering some of what is happening here. This column welcomes your submissions.

- Economics Professor **Adelbert Lallier** launched his new book, *Sovereignty Association: Economic Realism or Utopia*, at the Double Hook Bookstore on Greene Ave. last month. His colleague in the Economics Department, Professor **Dan Othhere**, has just returned from the 32nd International Atlantic Economic Conference in Washington, D.C., where he presented his paper, "On the Stability of Demand for Money in Canada: 1967-1980 — The Role of Credit Cards."
- Modern Languages and Linguistics Chair **Antonio Planells**, who is also a Professor of Spanish, was recently awarded a Senior Research Scholarship by the Organization of American States (OAS). The grant will be used to complete a study of Argentine science-fiction at the Institute of Spanish American Literature of the Universidad de Buenos Aires during the summer of 1992.
- Political Science Professor **Harold Angell** has had his 170-page manuscript, titled *Political Finance in Québec*, accepted for publication by McGill-Queen's University Press. He also presented two papers: "the Québec Liberal Party as a Mass/Cadre Party" presented at the Democracy with Justice conference at Carleton University in Ottawa last year and "Duverger Revisited," which was presented by the Political Finance Panel at the 15th World Congress of the International Political Science Association last summer in Argentina.
- Marketing Professor **Michel Laroche** participated in a debate two weeks ago at the 38th Congress of the Association canadienne des radio et telediffuseurs français (ACRTF) in Québec City, titled "Les cordes sensibles des consommateurs québécois."
- Services for Disabled Students (SDS), which now operates under the aegis of Advocacy and Support Services, has issued its first newsletter of the 1991-92 academic year. This document contains a comprehensive list of services available for disabled students, such as material adaptation, parking, special arrangements for taking the University Writing Test and graduation, as well as a message from Coordinator **Leo Bissonnette**. The newsletter is available on tape, in braille and in large print, upon request, from either SDS location, downtown in Room 580 of the Henry F. Hall Building, or in Room 121 of the Administration Building at the Loyola Campus.
- On the subject of newsletters, the Concordia University Faculty Association (CUFA) also released its first newsletter of 1991-92, with the newly installed executive, including a message from CUFA President, Modern Languages and Linguistics Professor **Tony Costanzo**.
- The Advisor to the Rector on the Status of Women, **Claudie Solar**, was invited to be a panellist at the Colloque sur les études avancées at Mont Ste-Anne two weeks ago, to talk about women in graduate studies. She and her counterpart from Université Laval, Marie-Andrée Doran, led a plenary session titled "Les étudiantes aux études avancées."
- Sociology and Anthropology Professor **Theodore Maniakas** presented a paper titled "The Integrated Loanwords in Montréal Greek: an Ethnolinguistic Approach" at the NWAWE XX conference (New Ways of Analyzing Variations in English) at Georgetown University in Washington, D.C.
- Also in the Department of Sociology and Anthropology, Professor **John Jackson** has had several of his articles published: "Broadcasting: Centralization, Regionalization and Canadian Identity" was published in *Communications in Canadian Society* "La radiodiffusion publique et l'imaginaire national: une étude de cas" was published in *l'Annuaire théâtral*, no. 9, 1991 and an article he co-wrote with Greg M. Nielsen titled "Cultural Studies, a Sociological Poetics: Institutions of the Canadian Imaginary" was printed in the *Canadian Review of Sociology and Anthropology*, 28:2, 1991.

## Macleans' ranking, Smith report raise many questions

As CTR went to press this week, *Macleans*' magazine's special report on universities was being delivered to newsstands. "Ranking the Universities: A Measure of Excellence" compares and ranks the Arts and Science faculties of 46 post-secondary institutions across Canada.

The *Macleans*' report, in tandem with the just-released Commission of Inquiry on Canadian University Education (better known as the Smith Commission Report), raises major questions about the role and priorities of universities such as Concordia in Canadian society.

CTR invites faculty, students and staff to familiarize themselves with these two reports and to use our pages to express their opinions.

—LZ

## Concordia Creative Writing newsletter establishes editorial board

Concordia Creative Writing, a 1 year-old newsletter for graduates, students and faculty of the Creative Writing programme, has started the 1991-92 school year by establishing an editorial board.

The board will comprise graduate students Ray Beauchemin, Louise Hooley and Steve Szigeti, and undergraduate Marc Elias, and will work with Creative Writing Professor Terry

Byrnes, who produced CCW with Elias last year.

The board is soliciting funds for its first issue, which is expected toward the end of the semester. It will feature news from graduates of the writing programme, news of literary award winners, profiles of writers and others in the "industry" and notices of upcoming readings and publications.

—RMB



## STEP-PARENTING SUPPORT

Being involved with someone else's children as a step-parent can be difficult. We are providing a support group for adults who want an opportunity to share their concerns, experience and discuss the way that they are meeting this important challenge.

**Call Marisa for more information  
367-0487**

## Notice of Annual Meeting

You are invited to attend the first annual meeting for all members of the Pension Plan for employees of Concordia University

Tuesday, Oct. 29, 1991  
5:30 p.m.  
Alumni Auditorium (H-110)  
Henry F. Hall Building (SGW)



## Part-time Faculty Association election results

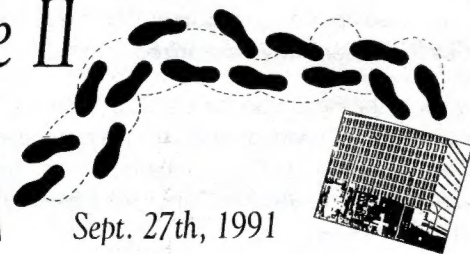
The Concordia University Part-time Faculty Association elected its 1991-92 Executive at its annual general meeting Sept. 30.

Members are:

- President Ritva Seppanen (Arts and Science)
- Vice-President External Iris Fitzpatrick-Martin (Engineering and Computer Science)
- Vice-President Internal John McAuley (Arts and Science)
- Secretary James Wilson (Arts and Science)
- Treasurer Wagdi Henein (Commerce and Administration)
- Member-at-large Gabriella Kardos (Fine Arts)
- Member-at-large Marilyn Sims (Arts and Science)

The CUPFA office is located in Room 340, Annex K, 2150 Bishop St. on the Sir George Williams Campus. The telephone number is 848-3691. The office is open Monday and Tuesday afternoons 1-4:30 p.m.; Wednesdays from 9 a.m.-4:30 p.m.; and Thursday morning. Executive assistant is Betty Shea.

## The Concordia Shuffle II



Sept. 27th, 1991

## Shuffle Update

**To date, about \$7,000 has been collected.  
Pledgers, please honour your pledges.**

Shufflers, please collect your pledges and bring the money to the Office of University Advancement (Bishop Court, 1463 Bishop St., Room 319).

## LETTERS TO THE EDITOR

### Not all graduate students agree with handbook opinion

✉ To the Concordia Community:

Helen Kotsovos stated in the 10 October issue of the *Thursday Report* that the Concordia Graduate Students' Association opposed the contents of the CUSA 1991 Handbook section on gay and lesbian life. The Graduate Students' Association wishes

to make it clear that Miss Kotsovos' views do not represent those of the GSA. Miss Kotsovos speaks only on behalf of the Commerce Graduate Students' Association.

**Didier Pomerleau, President, Graduate Students' Association**

**Betsy Austin, Vice-President, Graduate Students' Association**

### 'C' stands for Commerce, not Concordia

✉ To the editor:

Please note that there was an error in the letter sent to you on September 30, 1991. The correct name of our association is the

Commerce Graduate Student Association (CGSA).

**Helen Kotsovos,**

**President, Commerce**

**Graduate Students Association**

**Concordia's Thursday Report is interested in your letters, opinions and comments.**

Letters to the Editor should be signed and include a phone number. Please limit your letter to 500 words. The Editor reserves the right to edit for space considerations although the utmost care will be given to preserve the core of the writer's argument. Send Letters to the Editor to BC-117, or fax 848-2814. Letters must arrive by Friday noon prior to Thursday publication.

## Concordia's Thursday Report

**Concordia's Thursday Report** is the community newspaper of the University, serving faculty, staff, students and administration on the Loyola Campus and the Sir George Williams Campus. It is published 28 times during the academic year on a weekly basis by the Public Relations Department of Concordia University, 1455 de Maisonneuve Blvd. West, Montréal, Québec H3G 1M8 (514) 848-4882. Material published in the newspaper may not be reproduced without permission. **The Back Page** listings are published free of charge. Classified ads are \$5 for the first 10 words and 10 cents for each additional word. Display ad rates are available upon request. Events, notices and ads must reach the Public Relations Department (Bishop Court, 1463 Bishop St., Room 115) **in writing** no later than Monday noon prior to Thursday publication.

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**Faculty Reporters** Bronwyn Chester  
Barbara Black

**This Issue:**

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REAL EDUCATION FOR THE REAL WORLD



# Th<sup>concordia's</sup>ursday Report SUPPLEMENT

## LIBRARY NEWS

### Keeping Informed

*Library News is a four-times-a-year feature prepared for CONCORDIA'S Thursday Report by Concordia Librarians. Library News gives you a chance to keep up to date with the latest developments in the Concordia Libraries. We hope that Library News will attract comments, contributions, etc. If you have something to say, simply write to CONCORDIA'S Thursday Report, and if you have something to include in Library News, please contact the editor, Lee Harris, at 848-7724.*

### The Library Beyond the Library

Do you need a book the Concordia University Library does not own? Does the success of your research project hinge on a dissertation from Glasgow, a technical report from Guadalajara, an exhibition catalogue from the Guggenheim? Given up all hope? Why not let INTERLIBRARY LOANS (ILL) work for you?

The Concordia University Library is a member of a network that lends and borrows material worldwide. What this means for you is that we can borrow almost any material from almost anywhere! Our sources include company libraries, government collections and research facilities. As a member of the CENTER FOR RESEARCH LIBRARIES (CRL), Concordia Libraries have unlimited access to a vast collection of original newspapers, international documents and rare correspondence, records and

reports. The CRL Handbook describes these in more detail and may be consulted at any Concordia Reference Desk or ILL Office.

There are INTERLIBRARY LOANS Offices on both campuses — at Sir George in the Norris Building, Room 413, open 8:00 to 5:00 Monday to Friday (telephone 848-7716); and at Loyola in the Vanier Library, Room 121, open 9:00 to 5:00 Monday to Friday (telephone 848-7765).

#### Request cards

INTERLIBRARY LOANS request cards are available at any Concordia reference desk and at the INTERLIBRARY LOANS Offices located on both campuses. All you need to use the service is a valid Concordia I.D. card. We will process your request within 24 hours of receipt. It normally takes a minimum of two weeks for requested

material to arrive. Material coming from outside Canada could take up to a month or longer.

The majority of our more than 6,000 requests a year are successfully obtained. If we are unable to fill your request, we can often provide alternative strategies. The Reference Librarians can also help you in a case like this.

There is no charge to you when we borrow books; if photocopies are required there will be a basic charge of \$4.00 for up to 30 pages and an additional \$0.30 per additional page required. FAX service is available from some libraries so if the photocopies you require are at such a location this will be an option for you. There is an additional surcharge for this service.

Come in and see us! Take advantage of the valuable service INTERLIBRARY LOANS has to offer!

### Dialogue

Here are a few samples of the questions that people have asked at the Reference/Information Desks in Concordia Libraries:

**QUESTION:** What is the origin of the Raggedy Ann Doll?

**ANSWER:** Johnny Gruelle's daughter had found an old rag doll that had belonged to her aunt. This doll was called Raggedy Ann. In 1918, he published a collection of adventures set in Marcella's nursery. In 1920, he created Raggedy Ann's brother, Raggedy Andy.

Source: *Dictionary of Literary Biography*, V.22, pp. 213-217. (REF PS 128 D49+ V.22 NOR/VAN)

**QUESTION:** Where can I find the price of gas at the pumps for the past ten years in the U.S. and Canada?

**ANSWER:** For Canada, see the *Quarterly Economic Review*. (REF HC 111 A353a VAN) For the U.S., see *Statistical Abstracts of the United States* (REF HA 202 A3 NOR/VAN)

**QUESTION:** What does one call a California resident, born outside the State?

**ANSWER:** An "Elsewhereian".

Source: Dickson, Paul. *What Do You Call a Person From..? A Dictionary of Resident Names*. New York: Facts on File, 1990, p. 47. (REF PE 1582 A3D5 1990 NOR)

### Library Hours During Mid-term Break February 24 – March 1, 1992

All Library services will be offered during Mid-term Break **with the exception of Friday, February 28, 1992, RECTOR'S HOLIDAY**, when service will be slightly altered. All libraries are open for study from 8:30 a.m. to 8:00 p.m. Circulation service is available from 8:30 a.m. to 5:45 p.m. Reference, Government Publications and Microforms(Norris) and Serials/ Microforms (Vanier) service will be available from 9:00 a.m. to 5:00 p.m. The Interlibrary Loans Offices and Library Media Centres in the Norris and Vanier Libraries will be CLOSED.

As Rector's Holiday approaches special posters with the hours for that day will be posted in all Libraries.



# CD-ROM Databases Now Available in the Science & Engineering Library

Three CD-ROM (Compact Disk — Read Only Memory) databases are now available in the Science & Engineering Library. These database versions of the print indexes will enable you to search for bibliographic references to topics of your choice more efficiently. Each database now covers a specific time period, and will be updated periodically. These databases are currently available without charge for an introductory period. You would be wise to reserve workstation time to guarantee the availability of the database you want to search. Consult the Reference Desk at SEL in person or by calling 848-7722. Faculty members are invited to contact their Subject Librarian for an introductory session.

The following is a brief description of the indexes now available on CD-ROM at

SEL, and the hours during which they can be accessed.

## APPLIED SCIENCE & TECHNOLOGY INDEX

This database covers 391 journals in the areas of chemistry, computer science and technology; all branches of engineering; mathematics; physics; space sciences; technologies of all the industries and transportation sciences as well as employment, finance, and management aspects of those industries.

Journal contents such as feature articles, interviews, new product reviews and announcements, editorials and technical letters to the editor, meetings, conferences and exhibitions, special issues such as buyers guides, directories and book reviews are included. Years covered: 1983 - 1991

## SCIENCE CITATION INDEX

SCIENCE CITATION INDEX (SCI) is a multidisciplinary index to the journal literature of science and technology. It covers over 3,300 major journals across 100 scientific disciplines and indexes every article and significant item including letters, notes, corrections and editorials. SCI can be used as an author-subject index as well as searching by cited references and related records (papers which have at least one reference in common with an identified paper). Years covered: 1991

## INSPEC

The INSPEC database covers the areas of physics, electrical engineering, electronics and telecommunications; control technology, computers and computing and information technology.

The database provides computerized coverage of *Physics Abstracts*, *Electrical & Electronics Abstracts* and *Computer & Control Abstracts*.

Approximately 4,200 journals, over 1,000 conference proceedings, as well as books, reports and other occasional publications are used as source materials.

Abstracts are included. Years covered: 1989 - 1991

## ACCESS to CD-ROM's

Applied Science & Technology Non-Print Room, SEL, H-1018

INSPEC Non-Print Room, SEL, H-1018

Science Citation Index-Computer Network Room, via Non-Print Room

Hours : Monday - Thursday 9:00 am - 9:30 pm

Friday 9:00 am - 5:30 pm  
Saturday 10:00 am - 4:30 pm

## Good News for Graduate Students!

Vanier Library now has 10 additional carrels available for graduate student use. These study carrels are located in the new Graduate Study Room (VL-307). They do not have lockable shelves nor task lighting like the existing 11 graduate study carrels which are located in the open study areas on the second floor. The graduate study carrels can be reserved for the term during week days in the office of the Head of Vanier Library, VL-102-3. Any of these carrels can be used by any other students when not occupied by the assignee.

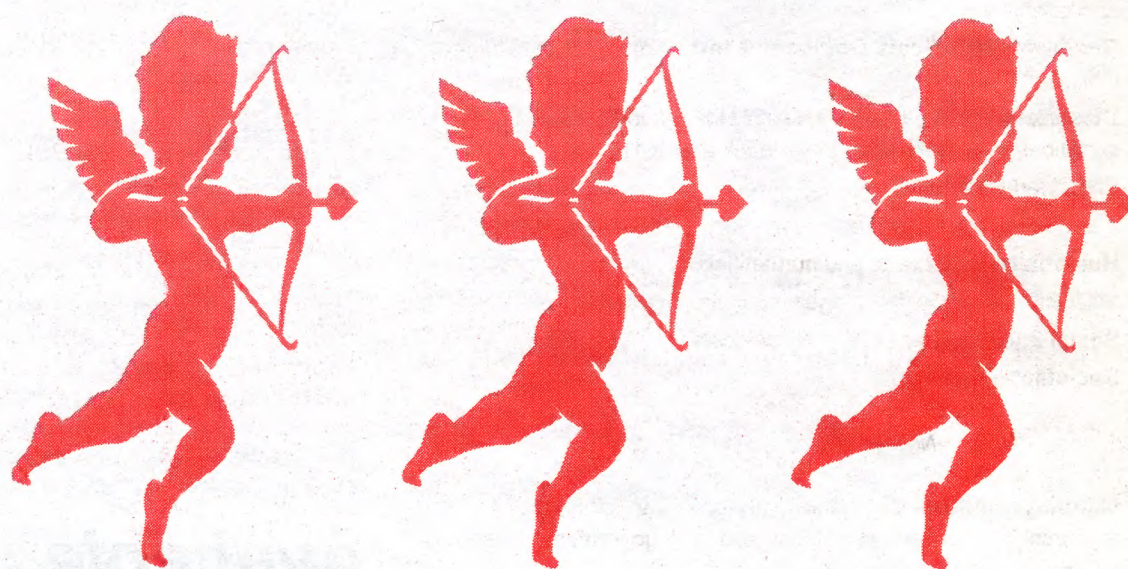
At Vanier Circulation Desk, graduate students may arrange for semester loans for books to be left at their assigned carrel. Charge cards must be filled out at the Vanier Circulation Desk and a copy of the card left in the book. Staff will remove all materials without completed charge cards on a daily basis. REFERENCE/INDEX books and PERIODICALS cannot be kept on the carrels or in the Graduate Study Room. When a book is no longer required, it must be returned to the Circulation Desk to be discharged.

May we remind you that:

**No smoking or drinks or foodstuffs are permitted in the Library.**

**Do not leave any personal belongings unattended.**

**The Library does not accept responsibility for lost or stolen items. Your fellow researchers require a quiet study environment.**



## A Whole Lotta Love

With Valentine's Day on the horizon it seemed only right for us to point out to the Concordia community that there is a whole lotta love in the libraries. The subject of love has been covered by authors from all sorts of points of view. Search the subject card catalogue and you will find these subject headings which will yield more than a hundred titles specifically concerning the topic of love: LOVE, LOVE IN ART, LOVE IN LITERATURE, LOVE IN MOTION PICTURES, etc. In addition of course there are related headings which might also be consulted such as: FRIENDSHIP, COURTSHIP, MARRIAGE, SEX. Some representative titles are as follows: *Love in Literature: Studies in Symbolic Expression* (PN 56 L6F6 1965 VAN); *Affairs to Remember: the Hollywood Comedy of the*

*Sexes* (PN 1995.9 C55B34 1989 NOR VAN); *On Love; Aspects of a Single Theme* (PQ 6627 R8E77 NOR VAN); *The Anatomy of Loving: the Story of Man's Quest to Know What Love Is* (BD 436 B47 1987 VAN); *The Olde Daunce: Love, Friendship, Sex, and Marriage in the Medieval World* (HQ 513 O43 1991 VAN).

You can also look up the subject SAINT VALENTINE'S DAY and find titles for kids and scholars alike e.g. *One Zillion Valentines* (PZ 7 M7140n NOR CURRIC LAB) and *Chaucer and the Cult of Saint Valentine* (PR 1933 S24K45 1986 NOR).

## Grass and canal

Lest you imagine that all of love's works are to be found in the humanities libraries let us not forget the headings LOVE GRASS and

## LOVE CANAL!

Branching out into the author/title card catalogue will produce other interesting results. You might find the title *Romance* written by Joseph Conrad in collaboration with F.M. Huefer in 1949 (PR 6005 O4R57 1949 NOR VAN) or the title *Love and Responsibility* written by Pope John Paul II in 1981 (BT 708 J6313 1981 VAN). Last but not least it might be fun to see what people named "Love" write about. We have many members of the "Love family" represented in our catalogues — Augustus, Douglas, Rhoda and Tom are just a few.

As always, if you have any questions about a subject, be it love or something a little less romantic, just ask a Reference Librarian in any Concordia Library.



# Concordia's Thursday Report SUPPLEMENT

## OMBUDS OFFICE ANNUAL REPORT 1990-91

### The role of the Ombuds Office

Every year the population of the university changes as some students and staff leave and others begin. We hope our reports serve as a useful vehicle to explain something about the work of the Ombuds Office so that members of the university, particularly new members, have a better understanding of our special function.

The terms of reference

for the Ombuds Office can be found in the 'Rights and Responsibilities' section of the *Undergraduate Calendar*, (p.65 ff, 1991-92). They are also available in our office.

There are five key aspects to the mandate of the Ombuds Office:

1. acting as a source of information on university rules, regulations, policies and procedures;
2. enquiring into com-

plaints in an independent and objective way when people feel mistreated by the university;

3. recommending solutions when complaints are valid;
4. defending university decision-makers when complaints are not substantiated, and
5. acting as an 'agent for change' in helping to improve practices and procedures in the university.

The ombudspersons hear complaints and respond to enquiries from all members of the university community, students and academic and non-academic staff. Students, by far the largest group, make up the bulk of complainants.

About half the caseload every year consists of requests for information or enquiries about the way to solve particular problems. The other half is made up of complaints about errors and unfair treatment, poor course management, disagreeable working conditions, procedures that have gone wrong or taken too long, and so on.

The Ombuds Office is intended as a last resort — a place to go when the regular channels available to resolve a problem have been exhausted without success or satisfaction. But often, we're a first resort for people who do not know how to go about dealing with their difficulties. Where procedures do exist, we will refer complainants to them and explain what needs to be done.

The ombudspersons can enquire into any complaint of unfairness, whether about a person, a policy or a practice, or about the application of rules and regulations. We are bound to keep enquiries and complaints confidential and will not pursue any investigation without the authorization of the complainant in the case.

When we do investigate,



if our conclusion is that the complaint is justified, we have the power to recommend that the situation be rectified. Ombudspersons do not have the authority to change decisions themselves, but rely on reasoned arguments and moral suasion to get a just solution.

At Concordia, most recommendations from the Ombuds Office are considered carefully and most complainants are satisfied with the results.

The investigative powers of the office are very broad and include access to most records, files and people in the university. (Medical records are an example of documents which we cannot examine without permission of the person concerned.)

Ombudspersons do not automatically advocate for complainants or for any party in a dispute. Our job is to listen to all sides of a story in a neutral way. Only after we have a pretty complete picture of a situation do we come to a conclusion about whether a complaint is justified or not. At that point, we may advocate for one party or the other or we may try to work out a helpful compromise that will serve the interests of everyone concerned.

The cases described below will give the reader some idea of the range of problems we handled in the year under review. Some of them are more serious and more complex

than others but in every case there is a member of the Concordia community who feels helpless, injured, angry or frustrated.

One of the differences between ombudspersons and other trouble-shooters in the university is that the ombudspersons' only job is to deal with complaints. This means that we can afford to give time and thought to what may sometimes strike other people as very small problems.

#### Privacy, Access to Information and Protection of Personal Information

In recent months we have received several complaints and enquiries which concern confidentiality on the one hand, and access to information on the other.

These are a few examples:

- A student complained that a faculty member gave her name and phone number to another student who then bothered her with bizarre phone calls.
- A student who wanted to know why his grade was lowered by a re-evaluator was refused access to the pertinent report.
- A former student complained that an instructor remarked to his sister in the middle of a class "You're doing much better than your

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## INTRODUCTION

This report covers the academic year 1990-91 and is submitted in compliance with the requirement in our terms of reference that "the Ombuds Office shall present to the community, a report covering the nature and extent of the Office's operations during the preceding academic year."

Our report consists of a review of selected cases and issues together with observations and comments on the caseload for the year under review. A section of recommendations which arise from the caseload appears at the end.

In 1990-91, 693 individuals and groups sought our assistance with their questions, concerns and complaints. With the addition of a second full-time ombudsperson, (replacing the previous staffing complement of one full-time and two part-time people), our ability to handle such a large caseload has improved. At the same time, the number of complex and delicate cases seems to have increased, most particularly in the area of disruptive behaviour. Our participation in the work of the University Intervention Team, which helps members of the university deal with incidents of disruptive behaviour, often requires intensive work over a long period of time.

The statistical information for the year under review is included in tabular form as an appendix. As in other years we note that statistics are an inadequate tool to describe the work of the Ombuds Office and readers should rely on them only for the most general information.

Following a recommendation in *Weaving the Fabric for the Future*, the initial report on the status of women at Concordia, published in November 1982, we began keeping statistics on the sex of people who requested the services of the Ombuds Office.

Having examined the statistics for more than five years, we are satisfied that the number of men and women users of the Ombuds Office is approximately consistent with the Concordia population.

As a result, we have not gathered those statistics for the year under review. This, of course, does not mean that the problems men and women present are not sometimes different. Complaints about gender discrimination, sexism in the classroom, and sexual harassment are much more often made by women.

It may be useful to note here that with the creation of the Sexual Harassment Policy which came into effect in October 1990, and the appointment of Sally Spilhaus as Concordia's first Sexual Harassment Officer, the Ombuds Office will be less directly involved in dealing with complaints of sexual harassment than it has been in the past.

\* The initials used in reported cases are not the real initials of the persons involved. Some details of cases may be slightly changed in order to protect the identity of the persons or departments concerned.



# Complaints initiated by students

## A Little Something Off the Chest

Most people in the university do their best to be fair in their dealings with students. However, in a number of situations where a student tells one story and a staff or faculty member has another, we have noticed a predisposition to disbelieve the student.

There is sometimes a real cynicism that adds up to an attitude that a student with a problem or a complaint is dishonest, irresponsible or lazy. The attitude turns up in comments like 'Nobody else in your class has complained' (read 'So you must be wrong') or 'So and

so has worked in that department for years — she couldn't possibly have made a mistake' (read 'So you must be lying').

And then there's the kind of line we occasionally hear about someone who doggedly goes from door to door trying to get a grievance dealt with — 'if that student put as much time into studying as she's put into appealing her grade, she wouldn't have this problem.'

People who work in the university may sometimes forget that if students are given the impression that we're suspicious of them, they'll have misgivings about us. We fault them for being rude but we don't realize how rude we

can be. We complain that students leave everything to the last minute but we overlook the fact that *everyone* leaves everything to the last minute — that's why the post office stays open till midnight on April 30.

The issue here is trust. Isn't it better to believe a student and try to help resolve a problem than to turn one's back and say 'The rules are clear. You should have read the Calendar'?

Sure, some students will try to get away with things. And yes, you may get burned two times in a hundred. But in the other ninety-eight cases there will be appreciation. The university will become a more caring place where students really are people, not numbers and the

whole idea of personalized service will be something more than a slogan in a recruitment brochure.

It's important to remember, in these days of declining resources and tight money, that a student who feels that people in the university care is much more likely to work hard, participate, and speak well of the university now, and support alumni activities later.

## A Costly Error

In May each year, the Registrar's Office assesses every undergraduate student's record to evaluate his or her academic standing for the year just ended. Two cases which were resolved this year brought to light a gap

in the Registrar's evaluation system.

In both these cases the students were assessed as having failed the year. However, each of them subsequently had grade changes made which raised their GPA's, one to acceptable standing and one to conditional standing.

While these grade changes should have triggered reassessments of the students' standings, the system didn't provide for this to be done automatically. In the end, no review of either of the students' records took place and their 'failed' assessments remained unchanged.

By the time these cases were sorted out, each of the students had lost a

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## ROLE continued from the previous page

brother did in this course. He failed it twice."

■ A graduate student was told that he had no right to see his departmental file; he was, however, provided with copies of reference letters it contained. This was precisely opposite to what should have happened.

(Since January 1991 however, even letters of reference can be examined, provided the decision they were needed for has been made.)

■ An employee was reprimanded by her supervisor for giving a student's phone number to another student in order to help solve a problem between them. The employee felt the reprimand was unfair because she had never been informed that phone numbers were confidential.

■ A student who withdrew from the university asked for some information about her status. When a staff member called her back she wasn't home; the staff member left the information with the student's father.

It turned out that the student hadn't told her parents she had dropped her courses and hadn't wanted them to know. She complained about the staff member's indiscretion.

Generally speaking, staff in the university — whether on the academic or administrative side — are not well informed

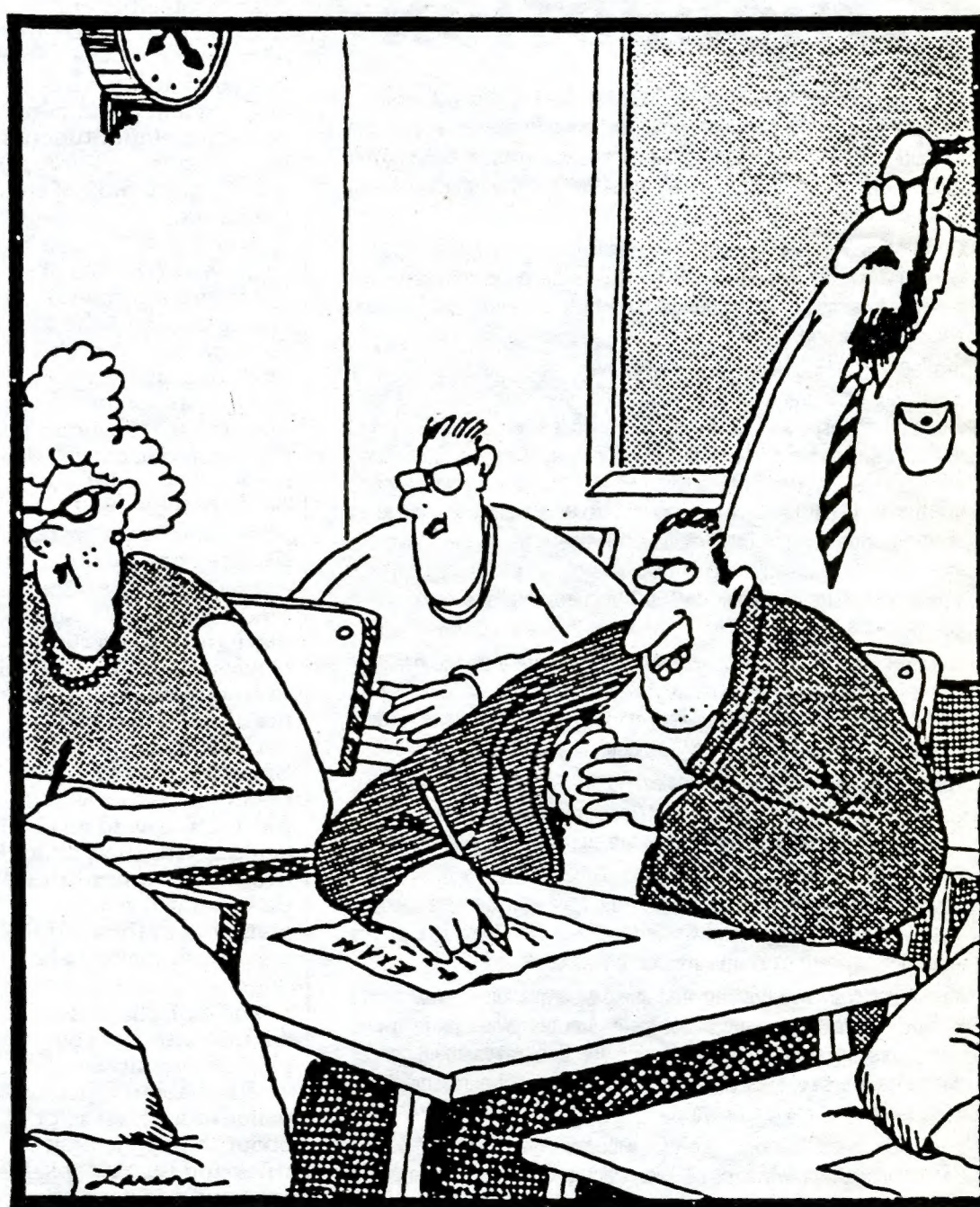
about the provisions of "Bill 65" — the Loi sur l'accès aux documents des organismes publics et sur la protection des renseignements personnels — which governs the handling of personal information held by public bodies, including universities, in Québec.

In the briefest terms, the law provides:

1. That students, as well as staff and faculty members, have the right to see their own files (with the exception of letters of reference before a decision is final), and
2. That personal information, such as students' phone numbers, addresses and the contents of academic records, etc. is confidential, i.e. not to be given to or discussed with other students or other employees, except when there is a work-related need to know.

Training and information sessions were available to staff and faculty when the law was new. That was several years ago and the information bears renewed distribution. To that end, the Secretary-General's Office, which is responsible for the university's compliance with Bill 65, is preparing a pamphlet which can serve as a sort of user's manual about access to information and protection of personal information.

This should prove to be a helpful resource for employees who may otherwise, albeit with the best of motives, unknowingly breach the provisions of the law.



Midway through the exam,  
Allen pulls out a bigger brain.

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## Sibling Revelry

By Man Martin



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### COMPLAINTS continued from the previous page

semester — one because she wasn't allowed to register for a term and the other because she was restricted to part-time studies for a year, two courses a term rather than her usual four. Both students demanded compensation for the time they had lost, the postponement of their graduation, and the consequent loss of six months future salary.

The matter was ul-

timately resolved by resorting to claims under the university's liability insurance. In the end, each of the students was satisfied to accept \$12,000 for her lost time. This amount represented half a year's average starting salary for new graduates of the students' Faculty.

Concerned that other students may have been affected by similar errors, the Ombudsperson recom-

mended that the Registrar conduct an audit of the records of all students whose grades had been changed after the annual assessment, and whose standings may have changed as a result.

Eight more students were identified through the audit but none of them had lost time in the same way as the complainants. Each student was sent a clarification and an apology.

The Registrar's system has now been modified to ensure that any grade changes which come through after the annual assessments of academic standing will trigger an automatic review of students' records.

### Unjustified Complaints

Most of the cases appearing in our reports involve complaints we have found to be justified. They are cases which have made a difference, and resulted in some change for an individual, a department or the university as a whole.

But not everyone who comes to the Ombuds Office has a valid complaint. Sometimes people misunderstand or are misinformed about the university's systems and regulations and think something has gone wrong when it hasn't. Occasionally, people lie or misrepresent their cases hoping to get something through the Ombuds Office that they haven't been able to get in more routine ways.

Most unjustified complaints can be dealt with in a single interview — after listening to a complainant's story the

## Where do you think you're going?

A student on her way to the United States to do an internship was stopped by U.S. Immigration at Dorval Airport because she didn't have the right kind of visa. The requirement came as a surprise to the student who had checked with the U.S. Consulate before agreeing to the arrangements, and also to her department chair who had organized a similar internship for another student the year before.

Our enquiries confirmed that a different visa was, in fact, required and that it would take about three months to process an application; there was no way to expedite it. Regrettably, the chair, the student and her would-be supervisor in the U.S. decided that she should not wait the time out.

An alternative internship was arranged locally. This left the student with only one problem — an unused and non-refundable round-trip airline ticket. We contacted the airline who explained that sometimes an exception to the no-refund policy is made when there is a "good story" involving circumstances beyond a passenger's control. We wrote to the airline's head office and explained what had happened. A few weeks later, the student received her money back, less a \$50.00 penalty.

Ombudsperson will usually have enough information to explain that no error was made or no injustice occurred. But from time to time, an enquiry is needed before the case is clear. The two cases below are examples of complaints the Ombuds Office decided were unjustified.

### Wanted to drop course

Ms. K wanted to drop a course but was told she couldn't — there was a rule in her programme that the course in question had to be taken concurrently with another, and Ms. K was informed that she had to continue both courses or drop both. Ms. K decided to stay in the two courses and sub-

sequently failed them.

Some months later she came to the Ombuds Office to complain. She told the Ombudsperson she had heard that many people had dropped only one of the two courses. Why was she treated differently?

"If I'd been able to reduce my courseload, I would have had more time and I might have at least passed one of the courses. It isn't fair."

The Ombudsperson examined the grade sheets for the courses and saw that five students had withdrawn. Of these, three had dropped both courses, but the other two had only dropped one. Further enquiry showed that each of

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## A Shameful Story

Several students in a small class witnessed their instructor switch the envelope containing the course evaluation forms they had just completed with another identical envelope he had in his briefcase. One of the students thought he had seen the instructor, a regular part-time member of the academic staff, make a similar switch in another course and he was keeping careful watch this time.

When the instructor gave the bogus envelope to one of the students to deliver to the Security desk after class, the other four who had completed evaluations of the course went along and explained what they had seen to the Security guard. He directed them to take the sealed envelope to the Learning Development Office, which is responsible for processing course evaluations. There they met with the Director and described how they had completed their forms, i.e. in pencil and with comments. When the envelope was opened, it contained eight forms, not five. All were written in pen and there were no comments.

Among the variety of concerns these students expressed, they worried that the instructor had the real course evaluations and that he would punish them for negative assessments of the course by marking their final exam — scheduled for the following week — harshly. They wanted someone else to mark the exam.

The Ombudsperson arranged a meeting between the students, the Director of Learning Development and the Chair of the instructor's department. The Chair agreed that the Course Coordinator would mark the exams and in the end the students were satisfied with their grades. In the meantime, the instructor was offered the opportunity to respond to the students' accusation but chose to resign instead.





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## Going, Going, Gone

From time to time we receive complaints about student associations and clubs and student-run events, even though we have no direct jurisdiction in such cases. The fact that our enquiries and requests for information have always been met with a positive reception enables us to continue to assist people who have this kind of complaint.

One case concerned a student-sponsored fund-raising auction. The complainant was the successful bidder on a package of gift certificates worth \$160 — two \$30 hair cuts and \$100 from a shoe store. Her bid for the package was \$70. She thought she had a good deal until she opened the envelope and discovered that the shoe store certificate was actually worth only \$50.

The auction organizers were as surprised as the complainant when she brought the problem to their attention — they had been promised a \$100 gift certificate and hadn't checked it before it was put in the envelope. After some negotiation, they agreed to make up the difference in cash. Unfortunately, the cash had to come out of the auction profits.

who apply for transcripts about any outstanding balance on their accounts. "We write to the address listed on the transcript request so it should be current."

A search of the records in the Transcripts Department showed no evidence of any request from Mr. V, either in October or November. It's possible that one request could have been mislaid, the Associate Registrar suggested to the Ombudsperson, but two? Mr. V's story just didn't ring true. We agreed and informed Mr. V that we couldn't substantiate his complaint. He didn't argue.

In the end, he went to Registrar's Services and submitted a request for a transcript to be sent to the other university — no rush!

### In The Black

Although monthly statements are sent out to students who owe money, the university has no procedure to advise students about credit balances in their accounts. While some view this inconsistency cynically, the explanation the Ombuds Office has received is that credit balances are usually small, and that students generally prefer to leave the money there to be used against future charges.

This is fine as far as it goes; however, we have seen a number of students who, for one reason or another, didn't know the university owed them money. They would have found the information — and the cash — useful.

Moreover, there are some cases which have come to the Ombuds Office's attention where advice about a credit balance would have been helpful in nipping in the bud what later became a much more complex problem.

## Sex, Power and Abuse

In the spring of 1990, the Ombuds Office received one of the most serious and disturbing complaints we have ever had to deal with. The complainants — fifteen women and one man — were current and former graduate students from a particular programme.

Their grievances were widespread — there were complaints about curriculum, the quality of teaching and thesis supervision, inconsistent regulations and a variety of other issues, academic and non-academic.

### The most serious complaint

Gravest of all were complaints of long-standing and persistent sexual harassment, abuse of power, and what several complainants described as 'psychological abuse' on the part of Professor X, a member of the academic staff.

The Ombuds Office was extremely concerned about these complaints, not simply because we had

never been witness to such a broad array of dissatisfactions among the students of a single programme, but even more because of the profound effects their experiences had on the complainants.

It took a lot of courage for some of these students to complain; while a few were just plain angry, most felt ashamed, demeaned, vulnerable and victimized. They were afraid of what would happen once their stories were out in the open.

Some suffered physical effects (sleeplessness, loss of appetite, headaches) and most suffered emotional effects that spilled over into their personal relationships, as well as their academic work and their relations with other members of the faculty.

In order to protect the complainants, several details of this case cannot be reported. However, these are some of the grievances about Professor X's behaviour.

■ Students told about

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### COMPLAINTS continued from the previous page

them had had special permission because of extenuating circumstances. The Ombudsperson informed Ms. K of this and she was satisfied that she had not been treated unfairly.

Mr. V completed his degree requirements in the spring of 1990 and moved to another city. The following December he came to the Ombuds Office with an urgent problem.

"In October I was applying for scholarships to graduate school," he said, "and I asked for a transcript to be sent to another university. I found out that the other university never received the transcript so I made another request in November. Again the transcript wasn't sent. Today I made a special trip to Montréal to find out what was going on and I was told that the reason my request wasn't processed was because I owe the university money for my graduation fee.

"Why didn't anyone tell me that? The Accounts Office says they haven't sent me a bill because their file says I moved. I did move but I gave the university my new address; three or four departments have it. Why can't you people get together?"

"This will probably cost me \$30,000 in scholarship money. What I want is a transcript to be sent today, by courier, along with a letter explaining that the delay is Concordia's fault, not mine."

The Ombudsperson suggested that Mr. V go to the Accounts Office right away to pay his bill. Like most other universities, Concordia has a rule that official transcripts will not be issued when students owe money on their accounts.

While Mr. V was doing this, we contacted the Registrar's Office. They were surprised to hear Mr. V's story and told us that they routinely tell people

## A Troubling Case

An international student had been asked by her parents to try to contact another Concordia student who came from the same city. The other student hadn't called or written home in several months, her telephone was disconnected, letters were returned unopened, and the family was very worried.

Sympathetic, we explained to the student that, while we could not give her any information directly, we would pass the message on if the missing student had given the university a new address or phone number. This proved a dead end — the student hadn't registered that term.

We did find out through public court records that the missing student had been in some trouble with the law but no new address was listed for her. In the end, we were only able to express our regret to the family and suggest that they contact the Montréal police.



## Money Comes and Money Goes

Three students were hired in September for part-time jobs in the university at a salary of \$14.00 per hour. A month later they were informed that their salaries were to be cut to \$8.25 an hour, effective immediately. The Faculty's salary scales for students provided that that was the maximum rate students could be paid. The complainants argued that this wasn't fair; their jobs involved special skills like hiring and training other student employees, and responsibility for the safety of large numbers of people in an emergency. But, apart from that, they said, they'd been *promised* \$14.00 an hour. "How can you just cut someone's salary by nearly 40%?"

The Ombudsperson's enquiries turned up the information that the Dean's Office had only recently learned of a wide variation in student salaries paid out of Faculty funds. Although the \$14.00 an hour had been offered in good faith, the administrator who hired the complainants had never been authorized to pay as much as she did for this job.

While the situation was unfortunate, the Dean told the Ombudsperson that the complainants' salaries would have to be brought in line with those of other students doing skilled, responsible jobs. At the same time, the Dean acknowledged that, in the circumstances, the students should receive some notice of the cuts. He agreed to pay them \$14.00 an hour for an additional one month period.

### COMPLAINTS continued from the previous page

Professor X's habit of kissing, hugging and caressing them in public and private, about his excessive use of sexual innuendo and sexual analogies in the classroom, and about having to listen to Professor X's sexual fantasies about them.

- They said that Professor X used thesis supervision sessions as a vehicle for asking intimate questions about their sexual activities and resented being made to feel obliged to disclose that sort of information.

- Some of the students mentioned that Professor X seemed to fix on students' weak points and then 'twist the knife.' They used words like 'intimidation', 'exploitation' and 'manipulation'. Any rebuff of Professor X's attentions, they said, resulted in coolness and even hostility. At the same time, some believed that those who responded more cooperatively received "more careful tutoring, departmental assistantships and generally better grades."

- Professor X told some of his students that they were 'entitled to only two

thesis supervision sessions and that they would have to pay for anything more. While no one actually did report paying, one student who believed this was the norm in the university, crammed everything she needed to discuss with Professor X into two meetings. As she was short of money, she hadn't seen her supervisor for months.

- Three of the students made detailed written complaints about sexual harassment, which in one case had gone on in a degrading and painful way for more than three years. Professor X's role, that student said, "was extremely unclear. Was he a teacher? A confidant? A seducer? Or trying to be all of them?"
- Several of the students considered withdrawing from the university. They worried that their academic work had suffered beyond repair and felt that they would have a difficult time rebuilding trust in the department.

From the start, it was plain that a speedy and multi-faceted approach would be necessary to take into account the students' needs and con-

cerns, the responsibility of the university, and the rights of everyone, including Professor X.

The Dean of the students' Faculty became the pivot around which a number of activities revolved.

- The Dean came to believe that the students' testimony, if substantiated, warranted dismissing Professor X. In view of his contract with the university, the ways and means of such a serious action required the involvement and support of the university's most senior administrators. In the end, when faced with the evidence against him, Professor X chose to leave the university.

- The multitude of student needs — from help with emotional problems to finding new thesis supervisors for those who had been supervised by Professor X — were pressing. The Dean and the Ombudsperson worked with the Director of Health Services, the university's Psychiatric Consultant, and Faculty administrators to address them. Counselling was offered to any student who felt it would be helpful. Each student had a special advising session to identify and deal with academic questions.

- The Dean hired a consultant with special expertise in the students' field to advise him about questions of programme structure and curriculum matters. He appointed a senior member of the faculty from outside the department to administer the programme on an interim basis. And he appointed a committee of students and instructors to prepare a handbook of departmental regulations and policies.

- In the fall of last year, the Dean met with groups of academic staff and department chairs to talk about what had happened; he felt it important to use this case as a vehicle for educating members of his faculty about the terrible and destructive consequences of abuse of power and sexual harassment.

The case against Professor X raises a number of thorny questions and complex issues. First, many people will wonder how a

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## Where's the Student Rep?

A student complained because a re-evaluation appeal he lodged in June wasn't heard for more than four months. (It took another six weeks to get the decision to him but that's another story.)

The explanation we received from the Dean responsible for the Appeals Committee was that delays are inevitable over the summer because students are not available to sit on committees.

The Faculty had to wait for the student association's nominations in the fall before a committee could be constituted.

And so, said the Dean, while he was willing to go ahead with appeals without student representation in the interest of getting speedy decisions, "because we are part of a democratic community, we would prefer to have students represented on (appeals) committees."

We wouldn't argue about the benefits of democracy, but the maxim that 'justice delayed is justice denied' isn't simply a cliché, either. It seems a regrettable state of affairs when, in trying to be fair in one way, we end up being unfair in another.

Student representation on governing bodies and committees of all kinds in the university is a hard-won and important right. And yet, the problem the Dean identified is a common complaint, not only in the summer but throughout the year.

The fact is that it often seems to be hard to find students to sit on committees. The problem doesn't seem to be a lack of interest. When the Code Administrator advertises for student representatives for Code of Conduct Hearing Boards, more than forty people apply every year.

Our own conversations with students suggest that there are many who would be willing to make a contribution by participating in the work of a committee whose mandate interested them. Most of the time though, they don't seem to have much idea about the openings that are available or how to go about finding out.

Appointment to most committees depends on nominations from the student associations. For a variety of reasons, only a minority of students take an active part in the activities of the associations. The result is that that minority is often overworked and spread too thinly among the many committees that look for student representatives every year.

It would be useful if the student associations considered new ways of recruiting students to participate in committee work. Perhaps committee chairs could advertise directly, explaining their work and the amount of time required. Perhaps some incentive, in the form of credit for certain kinds of extracurricular committee work, could be explored.

Many universities give credit for such work; a lot is learned in committees and students, after all, are the only members who are there on their own unpaid and precious time.

An answer is worth looking for. Otherwise, committees which affect almost every aspect of university life in large and small ways, will — often reluctantly — go ahead making decisions without student representatives. Or, committees that cannot function without student members will be brought to a standstill for months on end. Who suffers? Students. Another side of this coin is that academic staff are often not available in the summer either. Is it out of line to expect that representatives of all constituencies — students, faculty and staff — who agree to sit on committees that function (or should function) year round make a commitment to be available for a full year?





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## COMPLAINTS continued from the previous page

situation like this can affect so many people and go on for such a long time. Why didn't anyone complain earlier?

In the experience of the Ombuds Office and in the literature on sexual harassment, silent victims are not unusual. Like rape victims, women who have been sexually harassed hesitate to add the pain of exposure, and the stress of inevitable questions to the anxiety the harassment itself has caused.

In a report for the National Advisory Council on Women's Education Programs, Frank Till explained it this way:

*Why do victims keep silent or try to cope without involving the authority of the school administration or the courts? Our responses and the work of almost all researchers indicate that there are several primary causes: fear that they — as victims — are somehow responsible for the incident, fear that they will not be believed, shame at being involved in any form of sexual incident, fear that by protesting they will call attention to their sex rather than to their work, a belief that no action will be taken and fear of reprisals by the initiator and his colleagues.*

*(A Report on the Sexual Harassment of Students, 1980)*

All of those factors were at play in this case. While nothing can change what happened, we hope that the quick and decisive action that was taken once the situation became known, will serve as evidence to the com-

plainants and to others, that Concordia University is prepared to deal with sexual harassment in a serious and committed way.

Second, anyone would have cause to wonder how Professor X's colleagues and co-workers could not have known about his abusive behaviour. To whom was he accountable?

The answer is complicated. But at least part of it must be that the long tradition of autonomy and freedom that academic staff enjoy on every campus, probably helped to protect Professor X.

Unlike high school teachers, the activities of university professors are not carefully monitored, in the classroom or out; there is little direct supervision of academic staff.

At the same time, it's clear that faculty autonomy doesn't rest on an unfettered right.

Harassment undermines trust

"As long as faculty do not abuse their professional autonomy, as long as they use it legitimately in the classroom and laboratory as researchers and scholars, it is laudable, defensible and essential to the academic endeavor...but in cases of sexual harassment it can lead to problems" (Dziech & Weiner, *The Lecherous Professor: Sexual Harassment on Campus*, 1984).

Sexual harassment undermines the trust that is implicit in faculty autonomy and it destroys the core of academic enterprise — the teacher/student relationship. That is something

that every member of Concordia University should be concerned about.

How can the university strike a balance between professorial autonomy and collegial and institutional responsibility to victims of sexual harassment and other kinds of abuse? The question bears considering. To begin with, academic staff must be willing to deal with colleagues who behave in unethical and unprofessional ways. They must be courageous enough to say up front to harassers what they say behind their backs.

Third, although nothing can adequately compensate the students, and although the Ombudsperson, the Dean and many others went to enormous lengths to help and support them, we still sometimes wonder whether enough was done.

How much permanent damage did Professor X do? We also wonder how victims of sexual harassment can be encouraged to come forward earlier? And how they can be helped when they do? And what precisely is the university's responsibility? What form does it take?

What all these questions have in common is that they raise more questions with no neat answers. Perhaps there are no neat answers. But it would be good to look for some before another Professor X comes to light.

As we mentioned in the introduction to this report, Concordia now has its first Sexual Harassment Officer. An important part of Sally Spilhaus' job is to inform and educate the community about sexual

harassment, and the means the university provides to deal with it through the new sexual harassment policy. (The policy is published in the *Undergraduate Calendar* on p.69 ff, 1991-92 and in the C Policy Manual).

We noted in an earlier report that the publicity generated during a week of information on the issue of sexual harassment in 1987 prompted a flurry of complaints in the months following. We expect that

the ongoing publicity campaign and education programme that the Sexual Harassment Officer will undertake this year may also act as a catalyst in encouraging victims to come forward.

At least equally important, we hope that more and better information about sexual harassment, what it is and what it does, will help provoke discussion, deter harassers, and begin to pave the way for an end to the problem.

## A Little Night (and day) Music

A student living in residence complained that she had little of the peaceful enjoyment of her room she felt entitled to. The kitchen, bathroom and TV room for her floor were located directly across from her door and people were always coming and going, at all hours of the day and night.

But even if she could live with pots and pans clanking, showers running and MuchMusic, what was really disturbing were the melodies coming from the floor below — the complainant's room was directly over a music practice area, heavily used by piano students from early morning to late at night.

"I don't mind a little music" the student said, "but this is driving me crazy. I can't get to sleep at night, I can't stay asleep in the morning and I can't study in my room during the day. I'm spending most of my time at the library, looking for a little peace and quiet."

When the Ombudsperson approached the Director of Residence about the problem, she replied that the installation of the music room was new and that she had understood that it was only to be used from 9-6. Moreover, she said, she hadn't thought the sound of the piano would travel so well.

The Director acknowledged that the way things had turned out was not anticipated and, because no other room in residence was available for the complainant to move into, she cancelled her lease. The student happily moved into off-campus housing.



# Some problems particular to graduate students

When Graduate Program Directors submit 'student requests' on behalf of students who want some exception to an academic regulation, the reply to the request goes from the Division of Graduate Studies back to the Graduate Program Director. No copy is sent to the student.

The Ombuds Office received a number of complaints about this system because some departments had no mechanism in place to ensure that the information actually got from the GPD to the student concerned; rather, the onus seemed to be on the student to follow up.

When students didn't know that they had to ask for a decision, or when they had no idea how long a decision should take, confusion and misunderstanding sometimes followed. The Ombuds Office recommended to the Dean of Graduate Studies that copies of replies to all student requests should be sent directly to students from his office. A new system will soon be in place to put this recommendation into effect.

Another kind of problem that graduate students bring to us from time to time is traceable to the fact that there is no equivalent to the undergraduate MED notation in the graduate grading system.

This means that graduate students who need extended deadlines or who miss exams because of illness, have to rely on ad hoc arrangements (such as informal

make-up exams or In Progress grades) to complete the missing work. Most of the time this goes smoothly enough, but occasionally arrangements have been arbitrary and sometimes students have been left with F or F/Absent grades when they have been ill.

Last spring we recommended to the Dean of Graduate Studies that he think about introducing a

MED notation into the graduate grading system. The recommendation will be considered by the Board of Graduate Studies this fall.

Two cases we dealt with this year led to the recommendation that a maternity leave policy for graduate students be created. Although maternity leaves for graduate students have always been possible, (via a year of non-

resident status, for example) problems occasionally arose. We concluded that defining a leave as a right, rather than a privilege, would be a useful step.

We are happy to report that a Parental Leave policy, providing for up to three terms leave on the occasion of the birth or adoption of a child, was approved by the Board of Graduate Studies in April,

and will be on the agenda of the University Senate this fall.

(A similar policy is not necessary for undergraduates; there is no requirement that they maintain continuous registration from term to term. Nor are they subject to the same kind of time limits for completion of their programmes.)

## International graduate students: Financial Information & Money Problems

Students from other countries have a special need for information about money — not only about international student fees, (which are about five times as much as the fees Canadian students pay) but also about the cost of living in an unfamiliar country. How much rent will they have to pay? What does food cost? What about winter clothing? Books? Transportation?

In the case of undergraduate students, that sort of information comes from the Admissions Office, where the undergraduate admission process is largely centralized, and the International Student Advisor, whose job is to help with the special needs and concerns of non-Canadian students.

However, at the graduate level, where primary responsibility for admission lies largely with individual departments,

would-be international students often receive information from a wider variety of sources — departments, faculties, the Division of Graduate Studies, and so on.

Some of this material contains information about tuition and other fees, suggested budgets for living expenses, etc. The fact that the information comes from different offices and that none of it is 'official' has led to several problems.

■ The figures used are sometimes wrong. For example, one department's literature quoted international tuition fees that were out of date by several years.

■ There have sometimes been inconsistencies of several thousand dollars between the cost of living estimated by, say, a faculty and the one determined by the International Student Advisor. As a result,

students can be confused about how much money they need.

■ Because departments and faculties are principally concerned with academic information, communications about finances are often sketchy and incomplete. For example, no one has been responsible for informing international applicants about the university's system for charging 'non-course component' fees in installments over two, three or four years. As a result, some students who expected to pay for their theses, comprehensive examinations, etc. only when they began that work, have had an unwelcome surprise when a charge of two or three thousand dollars appeared on their accounts in the first year. When they couldn't pay the bills, they were even more surprised to learn

that interest was added to their balance at the rate of 1% a month. No one had told them that the university charges interest on unpaid bills, either.

■ Students sometimes wrongly assumed that teaching or research assistantships at Concordia automatically come with a tuition waiver. While this is the case in many universities, particularly in the United States, it is not the case here.

■ Incoming students who had been awarded teaching or research assistantships were often not informed in advance that this money is paid out bi-weekly rather than in a lump sum. If they expected the money up front to pay their fees, students found themselves in financial trouble even before they took their

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# Complaints initiated by the academic & non-academic staff

Seventy-three faculty members — forty-five full-time and 28 part-time — contacted us for assistance in 1990-91. This is an increase of more than 20% over 1989-90 and seems attributable largely to a very significant increase in the number of academic staff members who brought us their concerns about disruptive behaviour. The number of non-academic staff complaints decreased slightly from 62 to 60.

Most complaints and enquiries that staff members bring are related to some aspect of their working conditions. In many cases employees consult the Ombuds Office for information about the best way to solve a problem, or to discuss the relative merits of various options.

Often they want advice or someone to bounce a problem off rather than any active intervention. Staff members sometimes report that just being able to talk to someone in confidence is helpful.

The Ombuds Office has no jurisdiction in grievances which are covered by any collective agreement and we refer several people every year to their union representatives. Sometimes discussing problems with the unions has been very useful for us and for complainants.

This year we answered

questions and dealt with complaints about personnel policies and practices governing promotions, transfers, vacation entitlements, hiring and dismissals, and maternity and study leaves.

Two staff members complained about sexist posters and calendars decorating the walls of their departments. A former employee sought our help in sorting out a discrepancy between her own records of the dates she had worked and those the university had submitted to the Unemployment Insurance Commission.

A faculty member with a severe allergy to smoke complained that the no-smoking policy had not been enforced at a conference he attended in one of the faculty clubs. The Director of Ancillary Services agreed to add a statement about the policy to the contract used for faculty club events.

A part-time instructor, bumped from a course when a full-timer's course was cancelled, argued that he preferred that course to the new one he'd been given in its place. Unfortunately, we had to advise him that nothing could be done.

Three unsuccessful male applicants for tenure-track positions complained that they had not been



seriously considered for the jobs they wanted because the departments concerned had decided in advance that they would hire women.

In two of these cases, the complaints did not go past the discussion stage but in one the Ombuds Office conducted a lengthy investigation.

In this case the complainant charged that the successful candidate was unqualified for the position. He wasn't interviewed, he said and she was hired because the department was pressured to hire a woman; that seemed to him "a *prima facie* case of sexual discrimination."

Our investigation showed that the search committee and faculty in the department concerned were sensitive to a gender imbalance; there were no full-time women among the academic staff.

At the same time, we were not persuaded that any member of the search

committee felt constrained or pressured to disregard applications from male candidates. Nor did anything suggest that if the committee had decided that a male candidate was clearly superior, they would have hesitated to recommend him and been prepared to defend that recommendation.

Of the several appointments available in the department for the year in question, half were offered to men and half to women. Another appointment was offered to a man who was unable to accept it. The second and third ranked candidates for that job, both women, did not satisfy the search committee to the extent that it was prepared to recommend an appointment.

The ombudsperson's conclusion was that the complaint was not founded. All the evidence suggested that the search committee had conducted its work in a responsible way and had decided that

the woman to whom the position was given was best qualified to fill the department's needs.

## Disputes and Resolutions

Eleven non-academic staff cases and nine brought by faculty members concerned conflicts with department heads, supervisors or colleagues. Often the problems encompassed a long history of poor communication, mistrust and anger which often affected people's health and inevitably lowers departmental morale.

In many of these cases, conflicts had been simmering for months or years. In all too human a way, the managers of the departments concerned had sometimes avoided dealing with the issues, probably hoping that fences would eventually mend. Unfortunately, situations like this rarely resolve themselves.

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first course.

Misunderstandings about the way TA's and RA's are paid, in combination with no information about interest and non-course component fees, have led to financial problems for several students every year.

Although the number of students affected is not large, the difficulties they face can be serious. Tuition bills mount, interest grows, rent goes unpaid, diet may suffer and anxiety about money can take its toll on a student's academic progress.

While it is inevitable that some international students will always be short of money (often for reasons beyond their control or the university's), there is no excuse for problems which result from incomplete, unclear

or incorrect information.

Last spring the Ombuds Office and the International Student Advisor recommended to Dr. Donald Boisvert, recently appointed to the new (and very welcome) position of Associate Vice-Rector, Services (Student Life), that one central department should prepare a clear and complete package of financial information for potential international graduate students.

Further, we recommended that all departments should use the same official package. The task of creating the financial information package has now been added to the Registrar's portfolio. In view of the recent increase in international student fees, this action is particularly timely.



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ves.

In discussing interpersonal conflicts among staff members in our report for 1987-88, we remarked that the ombudspersons' stock question — is it fair? — doesn't have a lot of practical application in these cases. 'Is it fair' doesn't get a useful answer when a working relationship has been reduced to a thick file of memoranda and people won't — or can't — talk to each other.

'Is it fair' doesn't help much when important issues are buried beneath a mountain of frustration and perceived injustices that have gone unaddressed far too long.

And 'is it fair' can't improve the situation when the most constructive approach isn't simply asking 'who's to blame?' but how to help the people concerned get their jobs done in an atmosphere that is tolerable, if not friendly.

Although the ombudspersons often try to help in the resolution of these cases, and have achieved a good deal of success in some, it takes an enormous amount of time as well as skills we do not always have.

As much as we and the complainants might wish otherwise, the Ombuds Office is not designed to do this kind of work effectively. Unfortunately, other options are limited.

The obvious recommendation in many cases is that the parties seek mediation. But this is a hard recommendation to

make. The services of skilled mediators are expensive and not easy to come by.

In-house mediation is an alternative that universities and other organizations are increasingly turning to deal with interpersonal conflicts of many kinds.

(In fact, mediation is now an option to resolve complaints under the new Code of Conduct, Non-Academic. Finding mediators to assist with Code complaints has posed a problem, too.)

The university should consider what role there is for mediation at Concordia, whether one or several people should be trained as mediators, and how a mediation programme could work to serve a variety of needs.

### Complaints about the Job Evaluation Project

An important subject of complaint this year was the Job Evaluation Project, which allocated grades to the positions of virtually all non-academic staff.

Although most staff members may have been very satisfied with the process, the JEP results generated an enormous degree of frustration, bitterness and anger in some quarters of the university.

Some people thought that the questionnaire designed for the project didn't adequately cover the particular requirements of their jobs. Others felt that

discrepancies between their own JEP grades and those for similar positions were unjustified.

Some speculated that the weighting system attached to specific parts of the JEP questionnaire must have overvalued certain kinds of work and undervalued others.

For example, several women thought that an unconscious bias in the system tended to measure tasks and skills in terms of work usually done by men, at the expense of the different kinds of difficulties inherent in the jobs women generally do.

But whether grievances concerned the questionnaire used to gather data or the process that turned the data into a grade, a widespread sentiment among the complainants was that the university's responses to their questions were inadequate and unhelpful.

One of the most common causes of frustration was that there seemed to be nowhere to go with a grievance. While salutary efforts were made to share information with employees throughout the questionnaire process, once grades were determined it seemed to many that a brick wall went up.

The promised appeal committee didn't materialize; grade reviews for those who expressed dissatisfaction took months and months with little or no communication with the employees concerned; staff often had only a fuzzy picture of how the review process was conducted.

Good administrative

practice suggests that when someone writes a letter, particularly about a matter so important as a job grade, they should receive a quick acknowledgement. That didn't happen to those who grieved their JEP rankings. Questions, it seemed to many, were met with defensiveness. People felt that no one listened or explained.

The ombudspersons found the process frustrating, too. Although it may be inevitable that any exercise like JEP is bound not to satisfy everyone, we can only regret that a project which began with such promise and which was characterized by openness and the free flow of information, is now seen by a fair number of staff members as a closed, secretive and inequitable process.

People's sense of their place at work has a powerful impact on their sense

of worth as individuals. In a bureaucratic system, the grade that's allocated to a job, and the salary that goes with it, is usually the most important indicator of where people fit and how much the institution values them.

Those who sense they are undervalued are likely to feel resentful and cheated. If no good explanation satisfies them that their place is fair, inevitably, work and morale will suffer.

The saying that 'justice must not only be done, but must be seen to be done' has some application here.

A common feeling about the JEP is that 'the system' was more important than people. The exercise may have accomplished what it was intended to accomplish, but, for some staff members, it has left a legacy of discontent.

## Dealing with disruptive behaviour

More than 30 of the complaints and enquiries we received from academic and non-academic staff, and a dozen of the cases brought to our attention by students, concerned people who had disturbed classrooms or offices, threatened or harassed the complainants or others, or acted in bizarre, frightening or upsetting ways.

A number of the people complained about seemed to be emotionally or psychologically disturbed. Some had problems with drugs or alcohol. Some had trouble controlling their tempers. And others seemed not to know or care about the limits of acceptable conduct.

In the past three or four years, violence and disruptive behaviour has more and more been recognized as a serious problem on campuses across Canada and the United States.

While there are no overall statistics, some college officials cite increasing instances of verbal abuse, physical threats, property damage and extreme conduct that is threatening and disruptive. They tell of students who send threatening letters to instructors because they are angry about low grades; students

who form erotic attachments to professors and teaching assistants and then shadow them; students who badger and hector instructors, interrupting classes and creating scenes on campus. (New York Times, February 14, 1990)

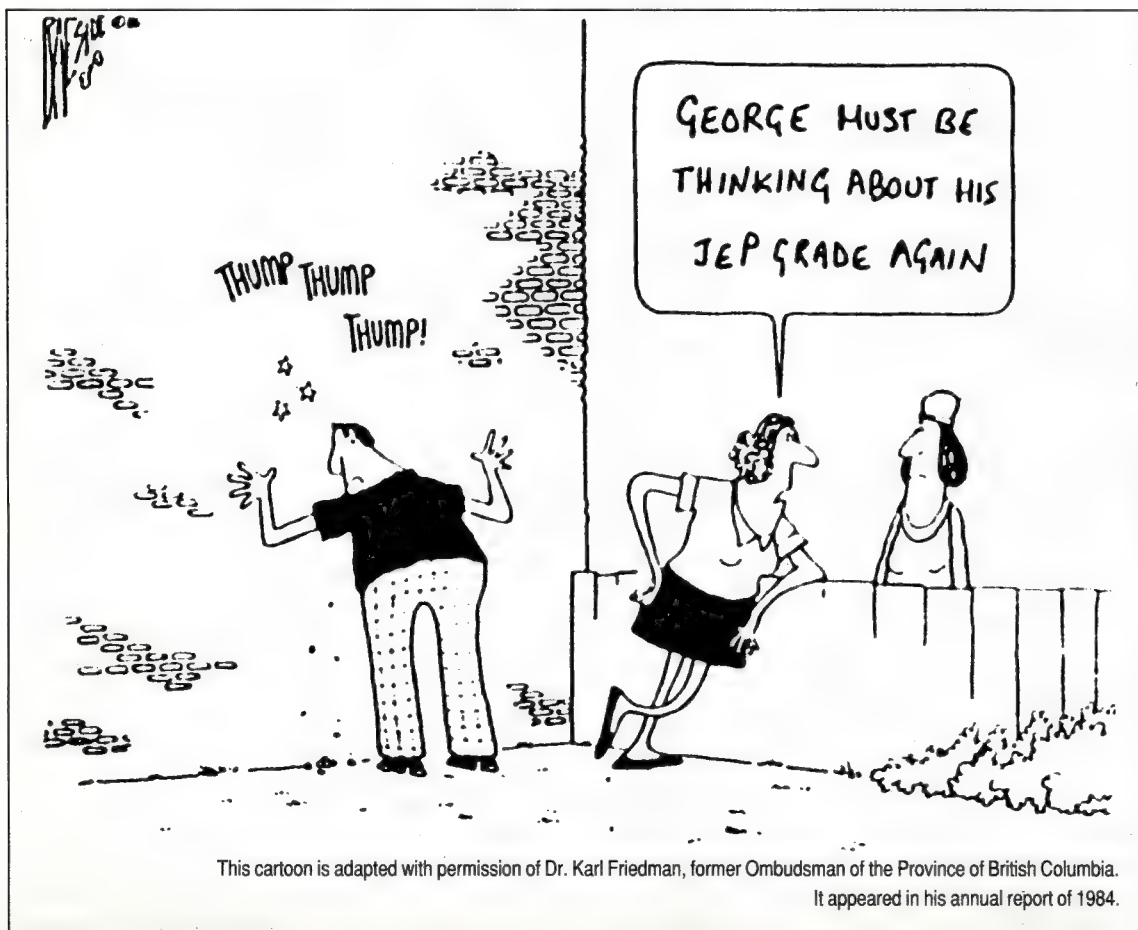
In part, disruptive behaviour may be a reflection of an increase in aggression and violence in society generally. But it is worth noting that the phenomenon is not new.

Just as sexual harassment existed before there was a name for it, so incidents of disruptive behaviour have always been a part of university life. And like sexual harassment, incest and family violence, it's hard to know whether the number of cases really has grown or whether people now feel freer to report problems.

Until recently, the Ombuds Office did not keep separate records of complaints about disruptive behaviour. As a result, like other universities, Concordia's statistics on these cases are not easily available.

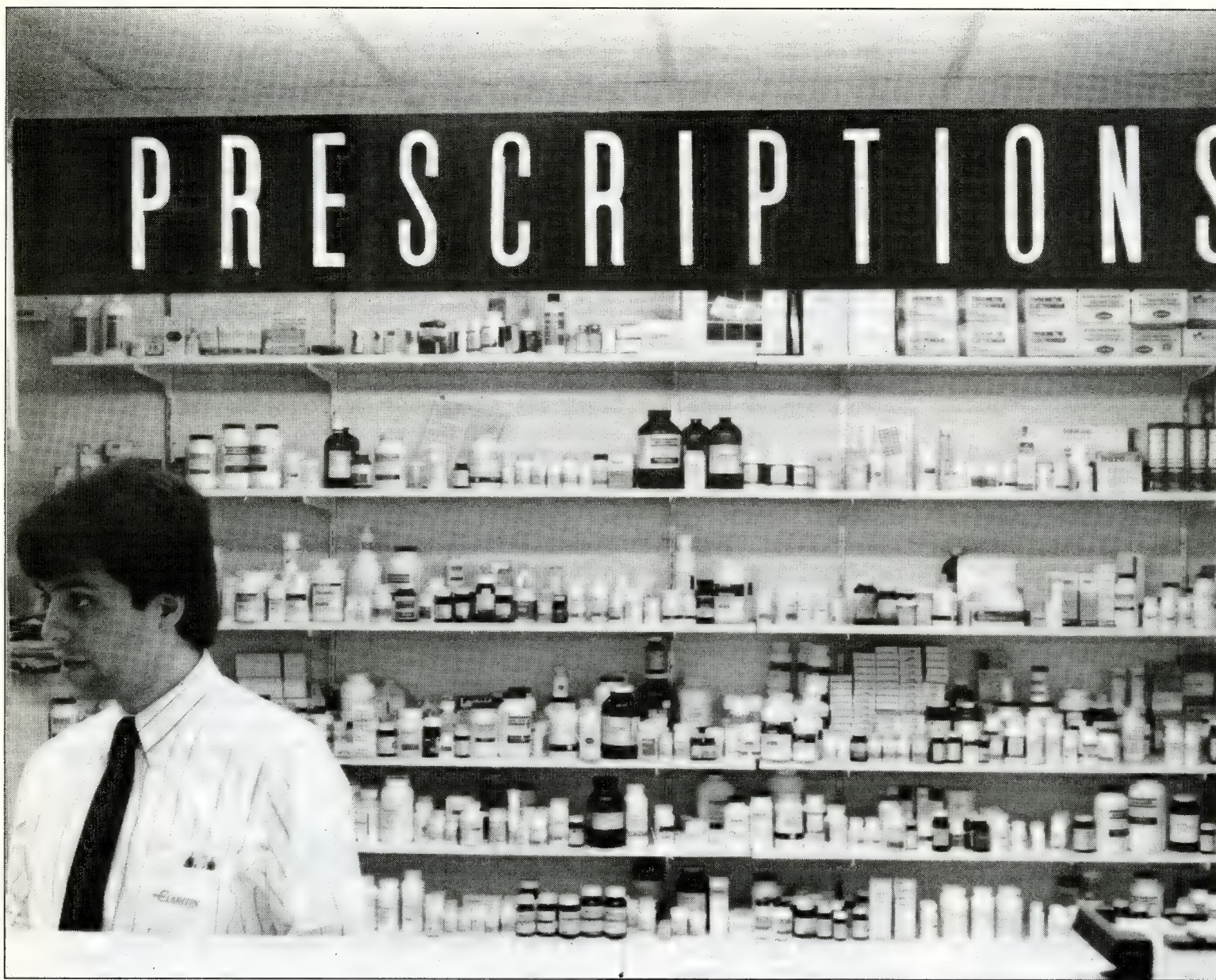
It is no exaggeration to say that complaints about disruptive behaviour rank among the most exhausting, stressful, disturbing

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This cartoon is adapted with permission of Dr. Karl Friedman, former Ombudsman of the Province of British Columbia. It appeared in his annual report of 1984.





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and difficult cases the Ombuds Office has to deal with.

Their impact is often much broader than the parties directly concerned; the ripple effects of disruptive behaviour invariably touch colleagues, classmates, co-workers, friends and family.

For those reasons, and because we learned that handling these cases effectively often required medical, legal and other kinds of expertise that we did not have, we found that a team approach to addressing the problems was helpful.

This led to the creation of the University Intervention Team, made up of the Code Administrator, the Director of Health Services, the Ombuds Office and other people as needed.

Although we do not consult the team without the permission of complainants, we find virtually all are enthusiastic about a multi-disciplinary method of handling a many-tentacled problem.

As well, we find that the team approach helps us to develop creative and constructive strategies that take into account not only the safety of complainants

and their right to work or study without conflict, but also the well-being of the disruptive person, insofar as that is reasonable and possible.

We have had success in some cases in making referrals or working with disruptive people to address the problems and change the way they interact with others.

In the report we published in 1989, we remarked that many people were reluctant to complain about disruptive behaviour because they thought that 'it came with the territory', or they feared that acknowledging a problem would be seen as a reflection on their own competence.

With the increased publicity around the issue and a growing recognition that disruptive behaviour is an institutional problem, not just the responsibility of the person affected, we have noticed a real change of attitude in many departments.

Colleagues, chairs, deans and administrators at all levels are often helpful supports to people trying to cope with disruption.

At the same time, it has to be said that the level of fear has gone up substan-

tially, and understandably, since the Ecole Polytechnique massacre. Where before, someone might have dismissed aggressive or odd behaviour as 'just weird', now it is more likely to provoke a call to the Ombuds Office - 'Do you think this is another Marc Lépine?' The truth is, it's impossible to predict violence.

No psychiatrist or scientist has come up with a reliable way to determine whether threats will be followed through or whether a person who is disturbed will act out.

In the absence of any foolproof way to determine the potential for violence, we take every instance of threatening behaviour seriously, even though almost none materialize into anything more.

In every case we discuss with the people concerned what steps they can take to protect themselves. In some cases we have arranged for the university to provide special security. And occasionally we have worked with complainants and their local police stations to get the protection they needed at home.

Not everyone who complains about disruptive behaviour worries about violence. Some just want to talk about how to deal

with a problem; some are angry and exasperated by phone calls in the middle of the night or other invasions of their privacy; a lot, we find, just want to know how the behaviour can be stopped. What can they do? What is the university prepared to do?

Our experience suggests that disruptive behaviour is a pattern. Most disruptive people will affect many individuals, departments, offices or classes. They take up a lot of a lot of people's time and, to some extent, this is inevitable. But abuse isn't in anyone's job description. No university employee should have to put up with bullying, intimidation or harassment. Nor should students be expected to tolerate such behaviour from their colleagues, their teachers or other university employees.

No individual, whether ill or just badly behaved, should be allowed to ruin the classroom or office environment for everyone else. And no one should be permitted to disturb or terrorize people by calling or visiting their homes without an invitation.

Setting limits is important. But many people seem to overlook this logical first step. We think there are several reasons

for this:

1. When disruptive individuals are obviously mentally ill, people want to be helpful.
2. Strange behaviour is confusing. An instructor who would have no compunction about telling a healthy student that he can't spit or sing or shout in a classroom will often hesitate to make those rules clear to someone who's disturbed. It's hard to separate dealing with the behaviour from dealing with the illness.
3. Often people hesitate to complain because they are afraid it will make a bad situation worse. Students whose instructor comes to class drunk will hesitate to report the problem; on the one hand they will worry about retribution and, on the other, they'll be concerned that the instructor will get into trouble. Someone who's been threatened might be afraid that taking any action will encourage the aggressor to carry out the threats.

The ombudspersons spend a lot of time helping people trying to cope with disruptive behaviour figure out what limits they can set. In a fair number of cases, we have found that making clear what's acceptable and what isn't helps to stop the offensive behaviour.

Through trial and error and a lot of hard work, Concordia staff, faculty, and administrators have made important progress in dealing with the issue of disruptive behaviour. New ground has been broken.

The University is recognized across Canada as being in the forefront in developing a response to the problem. But, while the picture we have painted about our work is a fairly positive one, there is still a long way to go.

All managers, chairs and administrators have to learn to take disruptive behaviour seriously and to give their students, staff and faculty members the assistance they need in what are often traumatic situations.

The University must begin to look at what responsibility it has to employees and students when cases of disruptive behaviour end up in court. Training and information about dealing with difficult and disruptive people has to be provided. And finally, everyone has to know that the university is behind them in dealing with this problem.



## Some other activities

In addition to our day to day casework, we have participated in a number of conferences and workshops. These are some of them:

- In June 1990, the University Intervention Team hosted a conference 'Dealing With Violence & Disruptive Behaviour on Campus' which attracted more than 200 participants from across Canada and the United States. This meeting, the first of its kind, has helped a number of institutions put systems in place to deal with disruptive behaviour.
- The Intervention Team has also spoken to several groups and departments in the university (Faculty of Fine Arts, Audio Visual, Guidance, Registrar), to a meeting of Deans of Students of Ontario colleges, and at the Canadian Association of College & University Student Services.
- The Intervention Team was presented with the Guinea Pig Award, established in honour of the first graduating class of Sir George Williams

University for the most innovative and new contribution to University life.

- Suzanne Belson gave papers at the meeting of the International Bar Association ("Ombudsmen in Academe: Towards Justice For All"), the Association of Canadian College & University Ombudspersons ("The University Visitor: Anachronism or Current Event").
- Beatrice Pearson spoke at meetings of the United States University & College Ombudsman Association ("Violence, Disruptive, Abusive Behaviour: A New Challenge for Ombuds Offices") and the Association of Canadian College & University Ombudspersons ("Pressures on the Classical Ombuds Model in the 90's").
- Suzanne Belson was a consultant to Queen's University on complaints of racism and sexism in a particular department, and to Bishop's University (with John Relton, the Code Administrator) on the role of their University Visitor.

## Recommendations

Part of any ombuds-person's job is to act as an agent for change — to recommend improvements when policies or procedures are unclear or unfair or when they simply don't work as well as they should.

Over the course of a year, the ombudspersons make many different recommendations. Most involve decisions which affect only individuals and have no impact on any one else. Others concern the rules and practices of particular offices or departments.

A third kind of recommendation bears on broad policy issues, and may affect many people, even the whole community. Sometimes these recommendations require broad consultation which may overlap the jurisdiction of several departments. It is this kind of recommendation which is best made in our annual report.

1. The university's system for deferring examinations for religious reasons or when students are sick, suffer a death in the family or have some comparable reason for not writing an exam is centralized in the Examinations Office.

The system works well, but it only works for final exams. When it comes to mid-term exams, class tests, term papers and other kinds of term work, there is no system at all. Decisions about extensions, deferrals and make-up tests are solely at the discretion of individual course instructors.

This has led to a number of complaints about inconsistent treatment. One instructor may accept a medical certificate and allow a student an extra week to write a paper; another may reject the same medical certificate. In one class, an unexpected business trip is a good reason to miss a test; in another it may just be too bad that the trip was on the wrong day. Some instructors, unaware that students are not normally required to provide precise details about medical diagnoses or procedures, insist on knowing what the problem was. And students whose religious beliefs prevented them from writing mid-terms or tests at the scheduled time occasionally find themselves

at a disadvantage if their instructors refuse to prepare a make-up test. There seems to be no good reason for having clear regulations and procedures governing final examinations and none at all for mid-terms or other in-course work. It may not be feasible or desirable to channel all decisions about in-course work through the Examinations Office; however, in the interest of encouraging consistent and more equitable treatment, it would be helpful to both instructors and students to have guidelines in place that parallel the system for final exams.

2. Non-academic job openings in the university are advertised to staff via general distribution mailing. The expectation is that the notices will be posted in departments but, for a variety of reasons, this is not always done. The end result is that some staff members see job postings irregularly and some don't see them at all. In order to ensure that as wide an audience as possible has the opportunity to find out about available jobs, we have recommended for several years that all postings appear at least once in *CONCORDIA's Thursday Report* during the months it is published. We make the same recommendation again.

3. Many individuals and committees in the university have to make decisions that affect people's lives in important ways. Such decisions, whether they concern academic appeals, complaints about members of the staff, the readmission of failed students, disciplinary matters or employee grievances, must be made fairly. Acting fairly means that certain kinds of procedures are followed, and, in general, that natural justice is observed. The requirements for natural justice differ depending on the matter to be decided but require, at least, that the decision-maker be unbiased and that both sides of the case be heard. As well, fairness in making decisions means that the decision-maker's reasons are clear to the

persons affected, that all the relevant facts (and no irrelevant facts) are taken into account and that the issues which the parties raise in support of their cases are addressed.

### Natural justice

It is our experience that many people in the university are not sufficiently familiar with the principles of natural justice or the procedural requirements for fairness. We recommend that guidelines be prepared and distributed to people whose positions, or whose membership on hearing and appeal committees, involve making decisions which require such knowledge.

4. Many academic staff members, whether full- or part-time, are not as familiar with university rules, regulations, policies and procedures as they need to be to understand university systems and structures or to discharge their duties well. We recommend that a comprehensive faculty manual be developed, containing information essential to all academic staff, in their roles as employees, teachers and researchers. (The Human Resources Department is currently preparing an orientation programme and a handbook for non-academic staff.)
5. The university sends monthly statements to students who owe money on their accounts but does not send statements to students whose accounts contain credit balances. We recommend that this practice be reviewed.
6. Most members of the academic staff perform their teaching duties with skill, care and interest. But some don't. Every year the Ombuds Office receives complaints from students about the quality of some instructors' teaching or poor course management. Although these complaints are often justified, they rarely result in any systematic effort to help improve the performance of the instructor concerned. And rarely is any record of a

See RECOMMENDATIONS next page





## Conclusion

Listening to complaints is probably the one best way for any organization to learn about what it's doing wrong and what it could do better. The fact is, however, that complaining is too rarely applauded as a helpful activity. This makes it hard for people on both sides of the fence — those who make complaints and those who have to deal with them.

In the Ombuds Office we are often in a position to witness the positive effects of complaining — not only for the individuals concerned, but for the university as a whole.

Complaints made by students and by members of the academic and non-academic staff have helped to identify inequities, to improve policies and procedures, and to make rules and regulations clearer and fairer.

Before closing this report, we would like to express our appreciation to those members of the university who made the time and the effort to bring us their concerns, questions and complaints. Many of them had nothing personal to gain at all but wanted to see improvements for the benefit of others.

We are equally grateful to those whom we asked to respond to our enquiries and who did so (at least most of the time) with grace, good humour and interest.

Your challenging arguments, thoughtful analyses of problems and willingness to listen and to act, help make our job more satisfying and make the university a fairer place.

Suzanne Belson  
Beatrice Pearson  
October 1, 1991

## APPENDIX STATISTICS 1990-91

Table A gives an analysis of the caseload by action required and is divided into seven categories which are explained briefly below. Table B is a breakdown by constituency

**Information and referral:** Cases in this category did not always involve a complaint. Many people, whether students or employees, simply do not know where to turn with a problem. In these instances the ombudspersons will try to refer them to the proper channel or discuss possible alternative approaches.

Often people will contact the office for an opinion to help them decide whether they have realistic grounds for grieving. Complaints which are unjustified are also included in this category when they are dealt with quickly and no investigation is pursued.

**Expedite:** In expediting a situation an ombudsperson may cut through red tape, gather information

needed by a complainant, resolve an easily solved problem, set up an appointment for someone and explain the background of a case, or take some other action which falls somewhere between providing information or referral and undertaking an investigation.

**Complaint unjustified:** A complaint is made but after investigation the Ombudsperson concludes there has been no irregularity, error or injustice and that the complaint therefore has no valid basis.

**Complaint justified:** The Ombudsperson finds a complaint justified and attempts to resolve the situation. This group of cases has been further divided into 'resolved' and 'unresolved'. It is inevitable that not all parties involved in a conflict will always be satisfied with the disposition of a case. A decision as to whether resolution was achieved reflects the view of the Ombudsperson, and is a view

not necessarily shared by others in the case.

**Case withdrawn** refers to those cases in which the complainant decides, after an investigation has begun, not to pursue the matter.

**No jurisdiction** covers cases that are outside the jurisdiction of Ombuds Office. These concern both university-related problems and external matters. In such cases, we try to offer as much advice as possible, but ordinarily without becoming actively involved. When it is appropriate we make referrals to outside agencies or other university departments, most commonly the Legal Information Service.

**Observer or witness:** A situation or information is brought to the attention of the office but no action is (1) required; (2) appropriate; or (3) possible.

### RECOMMENDATIONS continued from previous page

complaint put in an instructor's personnel file. Similarly, when instructors breach university rules or regulations — sometimes with serious effect on students — once the immediate problem is resolved by a concerned dean or chair, usually nothing much more happens.

The lack of any effective system to record complaints about academic staff members, particularly recurring complaints, or to take disciplinary action (except in the gravest cases), or to monitor improvements, serves the university poorly. Incompetent and uncaring faculty can spoil a department's reputation, create rifts among colleagues, and leave students with damaged records and a soured view of the university. We recommend that the deans, chairs and the academic staff as a whole consider ways this situation can be changed.

7. For several years our

reports have included a recommendation for a review of the personnel policies contained in the B Policy Manual. Experience has shown that some of these policies are unclear or ambiguous, some are unworkable, and some seem incomplete or inadequate. Although no one disagrees that an updating of the policies — some of which go back fifteen years — is in order, the parties which have to get together on this project have taken few steps in the direction of a policy review.

One complaint brought to light the fact that one of the B Manual policies was so outdated that it had not caught up with changes to the Québec Labour Code that have been in effect for a decade. The policy in question is B-15, *Termination*, which states the amount of notice due to an employee upon dismissal. As it stands, the policy provides for two weeks' or a month's notice

depending on the status — professional or otherwise — of the staff member. The Labour Code, on the other hand, bases the notice required on an employee's length of service. We have no doubt that the Human Resources Department ensures that when an employee is dismissed she or he receives the notice the law prescribes. At the same time, it seems inconceivable that, in the many months since we brought this problem to the university's attention the policy has not been changed to accord with the law.

Employees and supervisors should be able to find accurate information about their rights and responsibilities in the B Policy Manual. If they depend on the Termination policy for information, they will be significantly misled. It should go without further saying that this policy must be amended to accord with the provisions of the Labour Code.

## TABLES

**TABLE A**  
— Action Required

Information or referral	320
Expedite	172
Complaint unjustified*	25
Complaint justified:	
- Resolved	124
- Unresolved	10
Complaint withdrawn	9
Observer or witness	5
No jurisdiction	14
Ongoing (as of September 30, 1991)	14
	693

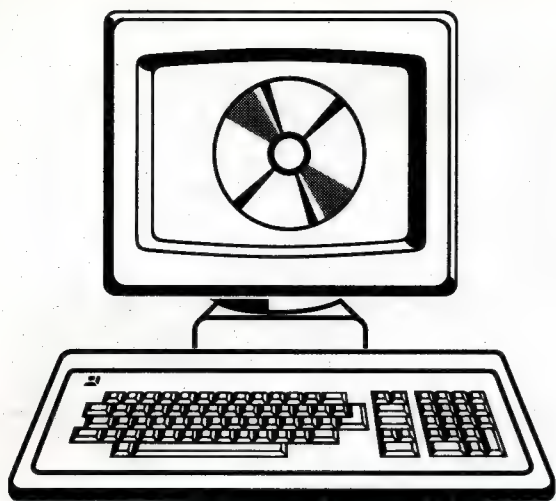
\*Most unjustified complaints are not investigated. They are included in the Information or referral category.

**TABLE B**  
— Caseload by Constituency

Undergraduate students	457
Graduate students	55
Independent/Visiting students	11
Continuing Education students	7
Academic staff	
(full-time 45/part-time 28)	73
Non-academic staff	60
Other*	30
	693

\*Former students and employees, applicants for employment and admission, alumni, and others who are not technically members of the university at the time of enquiry.





## CD-ROM Inventory

The last several issues of the *Library News* have featured numerous articles on various CD-ROM databases which have been acquired by the Concordia University Libraries. We thought it might be useful to publish a complete listing of what's available in each location and give you an idea about the subject coverage or unique feature of each.

### Norris Reference

#### ABI/Inform (business)

**Academic Index** (interdisciplinary - humanities, social sciences and science)

**Business Periodicals Ondisc** (full text of many of the articles indexed in ABI/Inform)

**Dissertation Abstracts International** (abstracts of doctoral dissertations in all disciplines as far back as 1861)

**ERIC\*** (education)

**F & S Index Plus Text** (business - very useful for Marketing)

**Humanities Index** (arts and humanities)

**MLA Bibliography** (language, linguistics, literature)

**Social Sciences Index** (social sciences)

**Sociofile\*** (sociology)

### Norris Government Publications

**Microlog Canadian Connection** (indexes Canadian government research publications in all fields and at all government levels)

**StatCan Census Profiles 1986**

**StatCan Selected Data Disk** (comprises 5 databases of Canadian economic, financial and demographic statistics)

### SEL Reference

**Applied Science and Technology Index** (science and technology)

**INSPEC** (computer science, electronics, electrical engineering, physics)

**Science Citation Index** (science and technology)

### Vanier Reference

**ABI/Inform** (business)

**Applied Science and Technology** (science and technology)

**CBCA** (Canadian business and current affairs - indexes business and general interest newspapers and magazines)

**Humanities Index** (arts and humanities)

**MLA Bibliography** (language, linguistics, literature)

**PsycLIT\*** (psychology)

**Social Sciences Citation Index** (social sciences)

**Social Sciences Index** (social sciences)

**Social Sciences Index Ondisc** (full text of many of the articles indexed in Social Sciences Index)

**Sport Discus** (sports, exercise science, recreation)

**StatCan Reference Disk** (index to StatCan publications)

\*Tutorial available in the Library for this CD-ROM

## State of the Art CD-ROM Searching at Vanier...

# Introducing Social Sciences Index/Full Text

A new era in CD-ROM searching has arrived with the installation of *Social Sciences Index/Full Text* (SSI/FT) at Vanier Library. This CD-ROM database brings users access to full text, i.e. complete articles from hundreds of journals in virtually all areas of the social sciences. Gone are the days turning your pockets inside out for change only to queue up in an endless line at the photocopyers. With *Social Sciences Index/Full Text*, you will appreciate both the time and energy saved by having immediate access to these complete journal articles.

*Social Sciences Index/Full Text* features cover to cover indexing of over 300 key international English-language periodicals, plus complete articles from over 200 of these. Among the main subject areas covered are: **Political Science** (55 full text titles); **Psychology** (52 full text titles); **Sociology/Anthropology** (50 full text titles), **Economics** (30 full text titles), **Geography** (15 full text titles). The database includes material published as of 1989 and is updated monthly.

You can search the database using the keywords of your choice, display your results and print them. If the record selected is available as full text, you have the option of printing the complete article, which includes tables, graphs, and photos. On-screen displays guide you through each step of the search process. Help screens are also available to keep you on the right track. The search software utilized by SSI/FT will already be familiar to users of both *ABI/INFORM* and *Business Periodicals Ondisc* CD-ROMs. Novice users are referred to the User's Guide, located at the workstation, for further information concerning the many features and searching options available.

Because this CD-ROM database includes complete articles, including those from **49 journals previously not available in Concordia Libraries**, the cost to use it is higher than to use most of the other CD-ROM products (\$5.00 per half hour including laser printing). The Vanier Library reference team has

devised an ingenious strategy to help you to get the most out of your searching dollar! They advise users to first search the *Social Sciences Index* (the equivalent of SSI/FT without full text) and print a list of citations which are of interest.

For those citations **published in 1989 or later**, check to see if the journals in which they are published are among the full text journals listed in the *Social Sciences Index/Full Text User's Guide*. If they are, users can go to the SSI/FT workstation and print out whatever articles they have chosen (with the help of on-screen instructions). They will have saved the cost of doing the whole search in the more expensive database. Even if Concordia does subscribe to the journal this is an option (if you don't care to look up call numbers and trudge through the stacks).

You may book time on *Social Sciences Index/Full Text* or one of the other CD-ROM databases by telephoning 848-7766 or by signing up in person at the Vanier Library Reference Desk.

## Citation Indexes Now Available on CD-ROM

The Concordia University Library is very proud to announce the recent arrival of two new CD-ROM databases: The Science Citation Index at the Science and Engineering Library and the Social Sciences Citation Index at the Vanier Library.

These indexes are unique in that they can be used to do all of the following:

1. Perform subject or

author searches in all areas of the sciences and of the social sciences,

2. Search by cited author or cited work,

3. Display an article's bibliography,

4. View an article's related records (articles that have at least one reference in common with an article already identified).

The cost to search these indexes is \$5.00/hour. This is a real bargain, when one considers that it costs \$63.00/hour online! For reservations to use the Science Citation Index call the Science and Engineering Library Reference Desk at 848-7722. To reserve some time on the Social Sciences Citation Index call the Vanier Library Reference Desk at 848-7766.

## CD-ROM Reminder

*Humanities Index* (1984-1991) and *Social Sciences Index* (1983-1991) are now both available on CD-ROM at the Vanier and Norris Libraries. Each covers approximately 300 key English-language journals.

*Humanities Index* offers periodical citations in archaeology, classics, film,

history, music, performing arts, philosophy, religion and theology, etc.

*Social Sciences Index* deals with the areas of anthropology, ethnic studies, feminist studies, human ecology, international relations, law and criminology, political science, public health,

urban studies, etc.

The cost for searching and printing is \$5.00 per hour.

For more information and reservations, contact the Vanier or Norris Reference Desks at 848-7766 or 848-7700.



# Art: the Medium and the Message in the Norris Library Media Centre

Once upon a time visual material on art meant slides and filmstrips, and for narration to accompany the visuals, audiocassettes and phonodiscs. These were affordable and comfortable for individual viewing and study, and so the library purchased mostly materials of this type.

Films, on the other hand, were prohibitively expensive and art films, particularly, were limited in type and quality. When video was born all this changed — more titles became available, quality improved and

prices plummeted.

The Norris Library Media Centre has been able to take advantage of this change and we are now building a respectable collection of videos dealing with the history and study of art. We began by acquiring on permanent loan, for free, videos from the National Gallery of Art in Washington, D.C. Titles include *Leonardo: How to See* (N-P ND 623 L5L422+ 1982), *American Light: The Luminist Vision* (N-P ND 1351.5 A462+ 1982), *Picasso: The Saltimbanques* (N-P ND 553 P5P48+ 1982), and *David*

*Smith: American Sculptor* (N-P NB 237 S567D3+ 1983). The Whitney Museum of American Art has documented its biennial exhibitions in *American Art Today: 1987 Biennial Exhibition* (N-P N 6512 A43 1987) and *1985 Biennial Exhibition* (N-P 6512 A425 1985).

Non-profit broadcasting and commercial organizations have also contributed to the proliferation of high quality art videos. The British Broadcasting Corporation has developed a series on modern art, using archives of the BBC and interviews with artists. One segment *The Future That Was* (N-P N 6490 F87 1979) covers the art of Henri Matisse, Pablo Picasso, Le Corbusier, Max Ernst, Francis Bacon and Jackson Pollock. Similarly, the Media Centre has titles originally aired on the American

Public Broadcasting System. Video courses serve to introduce the library user to major works of art that are found beyond the walls of a museum, e.g. *Crete and Mycenae* (N-P DF 221 C8C74 1986), and *Germany: Dada* (N-P 6868 G47 1986).

The videodisc format, with its unique characteristics of high quality imaging, still frame, slow motion, voice over capacity and random access scanning of specific sections will soon be competing with the video market.

The videodisc entitled *National Gallery of Art* (N-P N 856 N376 1983) provides a historical overview of the institution's development and reproductions of 1645 paintings, sculptures, drawings and prints in the collection along with a guided tour. Videodiscs on other ar-

tists and museum collections are also available, e.g. Andrew Wyeth, Van Gogh and the Louvre. All material held in the Norris Library Media Centre is listed in the Norris and Vanier main card catalogues and also in the catalogue located in the Media Centre itself.

These videos and videodiscs may be borrowed or viewed onsite. If you need to view material at the Norris Library Media Centre it is wise to book the appropriate equipment ahead (for two hours at a time). You may do this by calling 848-7714 or visiting in person.

The Media Centre is located on the fourth floor of the Norris Library (enter via the sixth floor main library entrance and take the stairs behind the purple door down to the fourth floor).

## Library Courtesy

The Library staff have noticed that library users have many different views on what kind of behaviour is appropriate for a library. It is quite understandable that there is no one idea about what constitutes proper behaviour since some libraries require absolute silence in every part of their facilities and others are hubs of social activity where even the loudest conversation is not frowned upon. In an effort to clarify the situation vis-a-vis Concordia Libraries we have recently adopted a set of guidelines relating to "Library Courtesy" which is meant to give users guidance concerning proper conduct in a Library. The guidelines are printed on light blue backing and are found posted in all Concordia Libraries.

It is our hope that by publicizing these guidelines that we will make the Libraries a more enjoyable place for all who use them. Knowing what is expected of all library users may diminish an individual's anxiety about whether or not they have the right to ask another library user to be quiet or to cease some other annoying behaviour. Since Concordia Libraries are perpetually short of space and funds, the guidelines also aim to promote the preservation of the collection and furniture.

As a reminder of the points mentioned on the Library Courtesy poster, there are brightly coloured bookmarks which may be picked up in all Libraries. These are functional as well as serving as memory aids!

Here's to Library Courtesy. May it thrive.

## With Thanks To:

### CONTRIBUTORS:

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Ruth Noble  
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Luigina Vilenio

### EDITORIAL BOARD:

Judy Appleby  
Louise Carpentier  
Freda Otchere  
Lee Harris, Editor

## Call for Grant Applications Oral History — Montréal Studies

### PURPOSE

The ORAL HISTORY - MONTREAL STUDIES program furthers the development of Montréal Studies by procuring oral documentation about the Montreal metropolitan area. To this end, the program, with funds provided by Shell Canada, supports projects which make accessible the oral history of the various municipalities and communities of Montréal, through systematic interviews with leaders and witnesses of the labour, industrial, cultural, social, religious, and ethnic scene over the past sixty years (since World War I). When a grant has been awarded, it is expected that the oral history tapes, and the transcripts or indices to the tapes, will be deposited in the Library Media Centre and be made available for research and other educational purposes.

Examples of completed projects, held in the Norris Library Media Centre include:

- Lowensteyn, Jenny.  
*The Dutch of Quebec*  
FC 2950 D9D97+ Kit NOR N-P  
(54 sound cassettes and 18 abstracts of interviews)
- Kwok B. Chan  
*The Montreal Chinese Community*  
FC 2947.9 C5M66+ 1985 Kit NOR N-P  
(17 sound cassettes and 15 transcripts of interviews. Tapes are chiefly in Chinese; transcripts are English translations)
- Drysdale, Susan; Waters, Katherine; Hochmann, Gabriella  
*Women and War Work in Montreal*  
D 810 W7W645+ 1988 Kit NOR N-P  
(27 sound cassettes and 20 abstracts of interviews)

Full-time faculty members and librarians, individually or in teams, may apply for a grant. Thesis supervisors may apply for funding for equipment, materials and supplies, travel costs and printing costs only, for use by students working under them. Salaries for thesis students are not allowable. The supervisor, as a faculty member, is the person responsible for the project. This in no way precludes the student from receiving full credit for the research and the publication(s) that may result. The responsibilities of the thesis supervisor must be clearly outlined in the proposal.

The value of the award will be determined by the Library on the advice of a selection committee, composed of faculty members and librarians. The award will not normally exceed \$4,000, for a given grant period of no longer than 1 1/2 years.

### SUBMISSION DATE

Send applications to Loren Lerner, Library Media Centre, Norris Library, N-422-3. For further information contact Loren Lerner at 7712. The deadline for receipt of applications is February 21, 1992, for an announcement of awards by April 1, 1992.



# Concordia celebrates day women were declared 'persons'

by Susan Schutta

On Oct. 19, 1929, the Privy Council of Britain admitted that Canadian women were persons. Sixty-two years later, Canada celebrates this historic decision with the Governor-General's Awards in commemoration of the Persons Case.

Concordia will also be celebrating. There will be two receptions today (Oct. 17) between 4 and 6 p.m., one at the Loyola Faculty Club, and one at the Sir George Williams Faculty Club.

The speaker at the Loyola Campus will be Rose Sheinin, Vice-Rector, Academic, while the Secretary-General, Bérengère Gaudet, will give the address downtown. Each speaker will be followed by a short film about the first Canadian woman senator, *By Any Other Name*.

"This is a great tidbit of history that no one knows about," said Kathleen Perry, Employment Equity Officer. "There's no Hallmark card to mark the occasion, so we want to help people find out about the Persons Case."

The battle to make women 'persons'

## 'For Safety's Sake' campaign hopes to make University a safer place

The launch of a personal programme of prevention and emergency response will mark Québec Health and Safety Week at Concordia.

'For Safety's Sake,' an awareness campaign offering everything from sensible advice to a rape-protection whistle, will be introduced at an annual meeting and refresher training session for the University's "shock troops" of emergency responders.

The morning-long sessions will take place Tuesday, Oct. 22 on the Loyola Campus DL-200, and Wednesday, Oct. 23 in the Henry F. Hall Building H-110.

Nicole Saltiel, Assistant Coordinator of the Environmental Health and Safety Office, says that 'For Safety's Sake' is meant for everyone, but it's logical to start with the emergency responders. Every corner of the University has at least one, and they have been trained to spot potential hazards and take the initiative in any emergency.

Two hundred and twenty-two responders have been trained in fire prevention, cardiopulmonary resuscitation and other skills. Fifty more are headed for training. Ordinary members of the community who have been willingly drafted for their posts, they're the first line of defence against mishap. The responder is probably the one who'll remind you to wear protective equipment during that lab experiment, or suggest that you wait for the next elevator because this one's full.

As a professional, Saltiel dreams of the day when no one will need remind-

ing, she urges everyone to develop a personal safety regime — things like getting your car keys out *before* you go into that underground garage. In extremity, there's always the "For Safety's Sake" whistle, whose 115-decibel blast can carry for up to a mile. The whistle, which could be handy for distance runners, hunters, or anyone in an isolated area, will be carried by the University bookstore for a non-profit \$4.

The lawyer based his argument on British common law, which stated that "women are persons in matters of pains and penalties, but are not persons in matters of rights and privileges." Thus, the lawyer said, because a magisterial position was a privilege, Murphy had no right to be a magistrate. This argument held little ground and was overruled by the Alberta Supreme Court on the grounds of "reason and good sense."

The definition of persons, however, remained intact.

Ten years later, after women had finally won the right to vote, and after Agnes McPhail had become the first woman elected to the House of Commons, Murphy and other women's groups across the country were frustrated that no woman had yet been appointed to the Senate.

Once again, Murphy faced the 'persons' argument — because women were not persons, they could not be-

come senators. In 1927, Murphy decided to exercise a little-known right that permitted any five Canadians to ask the Supreme Court of Canada for a legal reinterpretation.

Murphy was joined in her crusade by four prominent Alberta women: Nellie McClung, a best-selling novelist; Louise McKinney, a politician who had served in the Alberta legislature; Irene Parby, the first president of the women's branch of the United Farmers of Alberta; and Henrietta Muir Edwards, editor of a newspaper for working women.

In August, 1927, these five accomplished women signed a petition asking for what today seems absurd; that the word 'persons' in the British North America Act of 1867 be redefined to include women.

At their refresher session, the volunteers will also be treated to a demonstration of the evacu-chair (a device for getting a disabled person out of a building quickly). It is part of a presentation on fire situations by Safety Officer Walter Wheatley, and a talk on spill response and clean-up by Safety Officer Nabil Bissada.

The emergency responders system is the result of the overhaul which led to the Emergency Procedures manual. It is full of practical information, such as:

- What are the red telephones for? (Answer: They put you into immediate contact with a Security Officer in case of an emergency. If you aren't near a red telephone, call -3707 at the Loyola Campus, or -3717 downtown.)
- How long will the lights stay on in case of a total power blackout? (Answer: Get out quickly, especially at night! With battery-operated systems, the lights will only stay on for 20 minutes. If you're in a building with a generator, you have 30 minutes.)

— BB

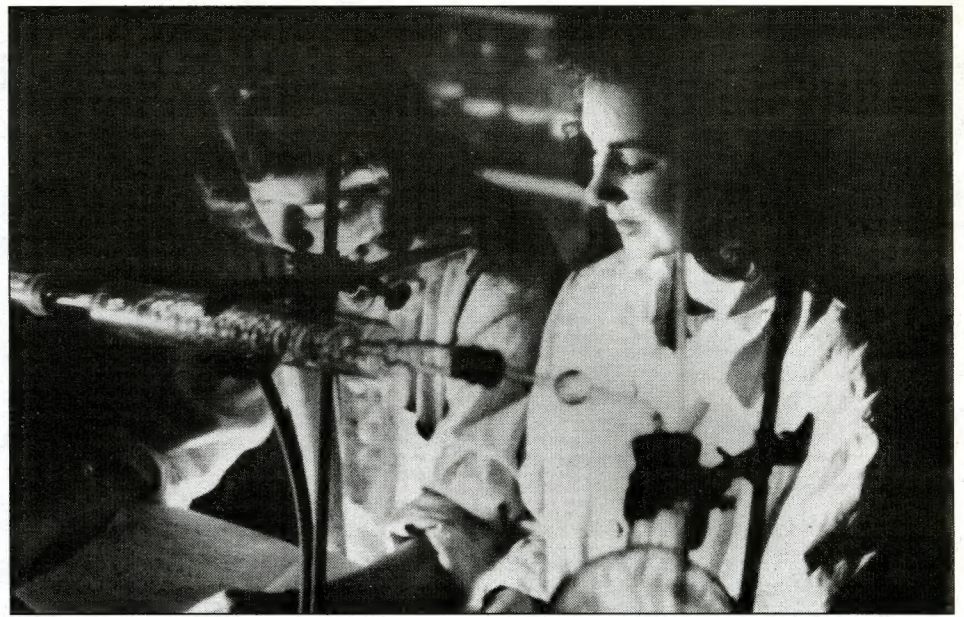


PHOTO: Concordia University Archives

Women could be found among the ranks of Chemistry students at Sir George Williams University in the 1940s.

come senators. In 1927, Murphy decided to exercise a little-known right that permitted any five Canadians to ask the Supreme Court of Canada for a legal reinterpretation.

Murphy was joined in her crusade by four prominent Alberta women: Nellie McClung, a best-selling novelist; Louise McKinney, a politician who had served in the Alberta legislature; Irene Parby, the first president of the women's branch of the United Farmers of Alberta; and Henrietta Muir Edwards, editor of a newspaper for working women.

In August, 1927, these five accomplished women signed a petition asking for what today seems absurd; that the word 'persons' in the British North America Act of 1867 be redefined to include women.

When the "Famous Five" took their case to the Supreme Court of Canada, they were turned down. Disappointed but determined, Murphy led the five in their last appeal, this time to the Privy Council in London.

On Oct. 19, 1929, after four days of deliberation, the British courts overturned the Supreme Court of Canada's decision, declaring that, indeed, 'persons' should include women, and that "women are eligible to be summoned to and become members of the Senate of Canada." The Famous Five had won.

A year later, Murphy, McClung, McKinney, Parby and Edwards celebrated their victory fully: Cairine Wilson became the first woman appointed to sit in the Senate Chamber of Canada.

## SPORTS

### Football

The Stingers host the Bishop's Gaiters, Saturday, October 19th. Game time is 1 p.m. Concordia beat Bishop's 46-41 earlier this season.

### Stinger Soccer

The Women's team plays host to the Sherbrooke Vert et Or, Thursday, October 17th at 8:30 p.m. SOCCER DOUBLEHEADER, Sunday October 20th: the men host UQTR at 1 p.m. while the women play against first place McGill at 3 p.m. The men's team will also have their turn at hosting McGill on Tuesday, October 22nd at 3 p.m.

### Quarterback Club

The next session of the Stinger Quarterback Club will take place on Wednesday, October 23rd at 12 noon at the Loyola Faculty Club. Join coaches,

players and fans to chat and view highlights of the Bishop's game.

### Women's Volleyball

The volleyball team will face McGill in an exhibition matchup Friday, October 18th at 6 p.m.

### Women's Basketball

Sunday, October 20th, the women's basketball team will play an exhibition game against the Manitoba Lady Bisons. Game time is 2 p.m.

### Hockey Season Opener

The men's hockey team open their regular season by playing Queen's on Saturday, October 19th at 4 p.m. On Sunday, October 20th, they host Ryerson at 2 p.m.

## ART GALLERY

The Concordia Art Gallery is located in the Henry F. Hall Bldg. (Mezzanine Level), 1455 de Maisonneuve Blvd. W. Information: 848-4750.

UNTIL OCTOBER 19

"The Landscape: Eight Canadian Photographers"

OCTOBER 24 - DECEMBER 7

Susanna Heller: Recent Paintings and Works on Paper. Time: Monday-Friday from 10 a.m. to 8 p.m. and Saturday 10 a.m. to 5 p.m.

DECEMBER 12 - JANUARY 25

Selections from the Permanent Collection.

## GUIDANCE SERVICES

### Guidance Information Centre

DO YOU KNOW? Do you know where to find the answers to these questions? Where to locate university calendars worldwide? How to prepare for an employment interview? Where to apply for private sources of financial aid? How to study? How to determine which universities offer particular educational programs? Where to find information on occupational options and career planning? Come to the Guidance Information Centre and find the answers. Location: H-440, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. 848-3556 and 2490 West Broadway, 848-3555.

### Life Planning Workshop

A 6-Week Life Planning Workshop is being held at Guidance Services, 2490 West Broadway, Loyola Campus. It starts Monday, October 21 at 2:30 p.m. to 4:30 p.m. and will continue until November 25, 1991. Fee: \$20. Workshop Leaders: Mary Scott and John Lawless. Information call: 848-3555.



## • The BACK PAGE continued

## CONCERT HALL



## CONCORDIA CONCERT HALL

The Concert Hall is located at 7141 Sherbrooke St. W. Admission is **free to all concerts**. (except where indicated.) Information: 848-7928.

SUNDAY, OCTOBER 20

*Jouer dans l'île Series*, McGill Chamber Orchestra, Vivaldi Vivant and the petits chanteurs du Mont-Royal, under the direction of Boris Brott. Tickets required, but admission is **Free**. Time: 2 p.m.

THURSDAY, OCTOBER 24

*Jouer dans l'île Series*, McGarrigle Sisters. Time: 8 p.m. Tickets required, but admission is **Free**.

SUNDAY, OCTOBER 27

*Alda McCaffrey*, Mezzo-Soprano Recital. Works by Faure, de Falla, Debussy, Dvorak and Tchaikovsky. Time: 4 p.m.

## WOMEN'S AGENDA

MONDAYS

**Lesbian Studies Coalition of Concordia**

The Coalition meets on Mondays at 7 p.m. at the Simone de Beauvoir Lounge (2170 Bishop). Information: 848-7474.

WEDNESDAYS

**Unlearning Racism**

Lesbian and lesbian-positive women are invited to gather each week in the work to uncover and unlearn our racism. Films, discussions, readings. 8 p.m. at the Women's Centre, 2020 Mackay, downstairs. Information: 848-7431.

**Christian & Feminist Women**

Gather together to find new & old ways to pray and celebrate, for mutual support, to share our distresses, our triumphs and our vision. Time: 3 p.m. to 5 p.m. at the Campus Ministry, 2090 Mackay. Information: 848-3593 or 848-3585.

THURSDAYS

**Permanent Review Committee on the Status of Women**

Meets and organizes to respond to the needs of students, staff and faculty. Information: 848-7431.

**Narcotics Anonymous: Women's Group**

For women recovering or wanting to recover from substance abuse. 7:30 p.m. at the Women's Centre, 2020 Mackay, downstairs. Information: 848-7431.

**Concordia Women's Collective**

The collective is a feminist activist group. Current-

ly organizing actions for Rape Awareness Week. All womyn welcome. Time: 7 p.m. Location: Annex P, room 05, 2020 Mackay, downstairs. Information: 848-7411 or 848-7431.

FRIDAYS

**Lesbian & Gay Friends of Concordia (LGFC)**

Open discussion over coffee for members of the University and beyond. 5 p.m. at 2020 Mackay, 1st floor. 848-7414.

THURSDAY, OCTOBER 17

**Person's Day: A Celebration of Women at Concordia**

Join Dr. Rose Sheinin, Vice-Rector, Academic, and Berengere Gaudet, Secretary General, for tea and coffee, and conversations with colleagues at either the SGW or Loyola Faculty Clubs from 4 p.m. to 6 p.m. Film: "By Any Other Name" will be shown. Information: 848-8749.

MONDAY, OCTOBER 21

**Concordia Status of Women**

Monday Noon Exchanges present Dr. Claudie Solar, Advisor to the Rector on the Status of Women. Dr. Solar will be speaking on "Women's Groups and Committees working on the Status of Women at Concordia." Time: 12 noon to 1 p.m. Location: H-620, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

## CPR COURSES

The following CPR courses will be offered by the Environmental Health & Safety Office in the next few weeks. Members of the Concordia community or outside community are all welcome to take these courses. There will be a discount price for the Concordia community. For all those who are interested, please contact Donna Fasciano, Training Coordinator at 848-4872 for more information.

OCTOBER 19 &amp; 20

**CPR Basic Life Support Course (BLS)**

12 hours for life. This course includes rescue breathing, one-person cardio-pulmonary resuscitation and two-person cardio-pulmonary resuscitation (CPR) management of the obstructed airway, and infant and child resuscitation.

OCTOBER 27

**CPR Heartsaver PLUS Course**

8 hours for life. This course includes rescue breathing and one rescuer CPR, management of the obstructed airway, and infant and child resuscitation.

NOVEMBER 3

**CPR Refresher Course**

6 hours for life. This course is offered to people certified in the Basic Life Saver Course, who want to renew their certification and update their knowledge.

NOVEMBER 10

**CPR Heartsaver PLUS Course**

8 hours for life. This course includes rescue breathing and one rescuer CPR, management of the obstructed airway, and infant and child resuscitation.

## CAMPUS MINISTRY

## Campus Ministry

**Loyola Campus:** Belmore House is now located at 2496 West Broadway, drop by and visit us at our new space.

THURSDAY, OCTOBER 17

**Silent Meditation**

Come to the quiet. Silent Meditation. Time: 12 noon to 12:45 p.m. Location: Annex Z.

**A Gathering of Men**

Continues from last year, we will direct our inquiry into male identity in the modern era using Robert Bly's video "A Gathering of Men." Location: Belmore House. Time: 7:30 p.m. Information: Bob Nagy at 848-3587.

OCTOBER 18-20

**A Retreat on Homelessness**

Using the facilities of Benedict Labre House, we will spend the weekend exploring and experiencing the plight of the homeless in Montréal through speakers, films and experiential outings. The group will prepare and serve Saturday's meal at Labre House. Cost will be minimal. Confirmations must be in by **Oct. 11, 1991**. For information call Peter Cote, 848-3586.

SUNDAY, OCTOBER 22

**A Welcome Lunch to all International Students**

Sunday at 1 p.m. at Belmore House, enjoy a delicious meal prepared just for you! RSVP 848-3588.

## LACOLLE CENTRE

**Lacolle Centre for Educational Innovation**

THURSDAYS, OCTOBER 17 - DECEMBER 5

**Transformative Theatre: A Creativity Workshop for Women**

Offers a venue for women who are looking for new ways of expressing themselves and of sharing their knowledge. The workshop enhances interactive skills, intuition, spontaneity and self-expression through the language of play and embodied creativity. Group meets 3 hours weekly for 8 weeks. limited enrollment. Workshop Leader: Ann Schofield. Time: 6:30 p.m. to 9:30 p.m. Location: TBA. Admission: \$240.

SATURDAY, OCTOBER 19

**Techniques and Strategies for Promoting your Business**

Workshop designed to provide entrepreneurs who wish to advertise and promote their goods and/or services with a basic understanding of copywriting and graphic design techniques and marketing strategies. Fee includes \$15 for workshop materials. Workshop Leader: Barbara Etcovitch. Time: 9:30 a.m. to 4 p.m. Location: AD-131. Admission: \$65. Information: 848-4955.

WEDNESDAY, OCTOBER 23

**Introduction to Morita Therapy: A Japanese Method of Constructive Living**

This workshop will demonstrate the basic theory, practice and philosophy of Morita therapy through experiential learning activities. Workshop leader: Peter Kelly. Time: 7 p.m. to 10 p.m. Location: AD-131. Admission: \$65. Information: 848-4955.

FRIDAY, OCTOBER 25

**Developing Creative Thinkers**

This workshop is designed to sensitize participants to some of the major blocks to creative

TUESDAY, OCTOBER 22

**Prison Visits**

A dialogue program with inmates at Bordeaux. Program runs Tuesdays until Nov. 12. Students must meet with the Chaplains in advance. For information call Peter Cote at 848-3586 or Matti Terho at 848-3590.

WEDNESDAY, OCTOBER 23 &amp; 30

**Christian & Feminist Women**

A group for discussion, prayer and mutual support in our faith. Time: 3 p.m. to 5 p.m. Location: Annex Z. For information call Daryl Ross 848-3585.

**The 'James Gang'**

Every Wednesday, a small group for the study and discussion of the Epistle of James, prayer and support. Time: 3:30 p.m. to 5 p.m. Belmore House. For information call Peter Holmes at 489-2110.

THURSDAY, OCTOBER 24

**Volunteer Program**

A New Spirit of Giving, 2 p.m. Annex Z, room 02. For information call Michelina Bertone, S.S.A. at 848-3591.

FRIDAY, OCTOBER 25

**Community Suppers**

Every last Friday of the month. An open invitation to all who want to be part of chaplaincy life (programs, events, worship, etc.), to partake in a meal, to meet friends, to build community. These are **shared meals**: bring something of your own to share with the rest of us. Belmore House at 6 p.m.

## ALUMNI ACTIVITIES

WEDNESDAY, OCTOBER 23

**Modern Yoga: A Direct Experience**

Bring your soul, yourself, a towel and loose clothing (e.g. jogging suit) for an enlightening experience of the various aspects of yoga, presented in a joyful and light-hearted manner. *Alain Atman Kalfon* (BA) is a school teacher and a polarity therapist, has been a yoga instructor for 20 years and presently directs the Integral Yoga Institute of Montreal. Location: 1455 de Maisonneuve Blvd. W., 7th floor, room 767. Time: 7 p.m. to 9:30 p.m. Price: \$11 per person (includes GST). RSVP: Gabrielle Korn, 848-3817.

TUESDAY, OCTOBER 29

**Managing Strategically**

This seminar is for managers who are too busy with immediate issues and problems to think long-term. Managing strategically is a way to handle problems consistently over time, to improve efficiency and effectiveness without losing sight of daily business demands. *Jean-Pierre Brunet*, Ph.D., joined the Faculty of Commerce & Administration at Concordia in 1972, after a ten year career in business. He teaches Business Policy and Strategic Management courses at the graduate and undergraduate levels. Dr. Brunet has been an active consultant, seminar leader and advisor to many public and private sector organizations in North America, Europe and Asia. Location: Faculty Club Dining Room, 1455 de Maisonneuve Blvd. W., 7th floor, room 763. Time: 7 p.m. to 9:30 p.m. Price: \$11. per person (includes GST). RSVP: Gabrielle Korn, 848-3817.



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**FILM**
**Conservatory of Cinematographic Art**

Admission: \$2.75 (including taxes) per screening. Location: H-110, Alumni Auditorium, Henry F. Hall Bldg. (1455 de Maisonneuve Blvd. W.). Information: 848-3878.

**THURSDAY, OCTOBER 17**

*A Bout de Souffle* (1959) Jean-Luc Godard, at 7 p.m.; *King Lear* (1987) Jean-Luc Godard, at 9 p.m.

**FRIDAY, OCTOBER 18**

*A.K.* (1985) Chris Marker, at 7 p.m.; *RAN* (1985) Akira Kurosawa, at 8:30 p.m.

**SATURDAY, OCTOBER 19**

*L'Etranger* (1967) Luchino Visconti, at 7 p.m.; *The Innocent* (1976) Lucino Visconti, at 9 p.m.

**SUNDAY, OCTOBER 20**

*Un Dimanche a la Campagne* (1984) Bertrand Tavernier, at 7 p.m.; *Round Midnight* (1986) Bertrand Tavernier, at 9 p.m.

**MONDAY, OCTOBER 21**

*Stavisky* (1974) Alain Resnais, at 8:30 p.m.

**TUESDAY, OCTOBER 22**

*Sansho the Baliff* (1954) Kenji Mizoguchi, at 8:45 p.m.

**WEDNESDAY, OCTOBER 23**

*As women see it: Bread and Dignity* (1983) Maria Jose Alvarez; and *A Time of Daring* (1984) Radio Venceremos, at 8:30 p.m.

**THURSDAY, OCTOBER 24**

*The Adversary* (1970) Satyajit Ray, at 7 p.m.; *The Target* (1971) Satyajit Ray, at 9 p.m.

**FRIDAY, OCTOBER 25**

*The Maltese Falcon* (1941) John Huston, at 7 p.m.; *The Dead* (1987) John Huston, at 9 p.m.

**SATURDAY, OCTOBER 26**

*The Bicycle Thief* (1948) Vittorio de Sica, at 7 p.m.; *The Garden of the Finzi Continis* (1971) Vittorio de Sica, at 9 p.m.

**SUNDAY, OCTOBER 27**

*Runaway Train* (1985) Andrei M. Konchalovsky, at 7 p.m.; *Shy People* (1987) Andrei Konchalovsky, at 9 p.m.

**MONDAY, OCTOBER 28**

*Les Anges du Peche* (1944) Robert Bresson, at 8:30 p.m.

**WEDNESDAY, OCTOBER 30**

*Kasba* (1990) Kumar Shahani, at 8:30 p.m.

**THURSDAY, OCTOBER 31**

*Portraits from a Dream Show* (1990) Manjira Datta, at 5 p.m.

**MEETINGS**
**Amateur Radio Club Meetings**

Meetings will be held every Tuesday night from 7 to 10 p.m. in H-644-1. Get on the air and talk to the world "FREE" via personal ham radio. New members welcome. For more information call 848-7421.

**Arts & Science Faculty Council Meeting**

The next Arts and Science Faculty Council Meeting will be on Friday, October 18, 1991 in DL-200, 7141 Sherbrooke St. W. (Graduation Meeting 9:30 a.m.)

**Board of Graduate Studies Meetings**

The next Board of Graduate Studies meeting will be held on Monday, October 21, 1991. Location: H-769, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Time: 3 p.m.

**Concordia University Pensioners' Association**

The Semi-Annual Meeting of the Concordia University Pensioners' Association will be Wednesday, October 23, 1991. Time: 10:30 a.m. Location: H-769, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

**CMA Students' Semi-Annual Information Session**

Will be on Wednesday, October 30, 1991 at 6 p.m. Location: Faculty Lounge, 7th floor, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

**Faculty Caucus Meeting**

The next Faculty Caucus meeting will be held on Friday, October 25, 1991 at 10 a.m. in H-532-2, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Topic: Spatial Restructuring of Operations at Concordia.

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## LECTURES/SEMINARS

THURSDAY, OCTOBER 17

### Social Aspects of Engineering

Present Mr. Peter Mulvihill, Consultant who will speak on "Environmental Assessment: Sustainable Development." Time: 5:40 p.m. to 8:10 p.m. Course & Location: Engr. 495/2-AA in H-665, 1455 de Maisonneuve Blvd. W.

### Department of English

The Department of English presents a lecture by Dr. H.O. Zimmermann, Prof. of English, Heidelberg University. He will speak on "Foucault's Analytics of Power and the Plays of Harold Pinter." Time: 8:30 p.m. Location: H-920, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Admission: Free.

### The Simone de Beauvoir Institute

The Simone de Beauvoir Institute presents Bonnie Smith, Rutgers University. She is author of *The Ladies of the Leisure Class*, *Confessions of a Concierge*, and *Changing Lives: Women in European History since 1700*. She will speak on "Objectivity, Gender, and the Production of 'Scientific' History." Time: 8:30 p.m. Location: H-820, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Information: 848-2373.

### C.I.B.A.

Lecture by Peter Carr will speak on "Business Opportunities in the E.C." Time: 3:30 p.m. Location: H-762, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

### Thursdays at Loneragan

Mark Gervais, S.J., Ph.D., Professor, Department of Communications Studies, Concordia University, will speak on "Film, Popular Culture: The Forgotten Roots (Hitchcock, etc.)." Time: 4 to 5:30 p.m. Location: Loneragan College, 7302 Sherbrooke St. W., corner West Broadway. All welcome. Refreshments will be served from 3:30 to 4 p.m. Information: 848-2280.

### Concordia Chaplaincy

Dr. Oswald Hoffmann, noted radio broadcaster and preacher, Honorary President of the United Bible Societies will speak on "The Bible and the University." Time: 4 p.m. Location: H-435, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Come, bring a friend.

FRIDAY, OCTOBER 18

### "Brown Bag" Seminar Series

Prof. Judith Herz, Department of English who will speak on "Colonialism, Post-Colonialism and Forster's A Passage to India." Time: 12 noon to 1 p.m. Location: Vanier Library Lounge, 3rd floor, 7141 Sherbrooke St. W. Information: 848-2158 or 848-2155.

### Financial Aid

The Financial Aid and Awards Office will be holding workshops to help students determine how much financial assistance they could receive from the Quebec Government Loans and Bursaries program. Time: 2 to 4 p.m. in H-537, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

MONDAY, OCTOBER 21

### Financial Aid

The Financial Aid and Awards Office will be holding workshops to help students determine how much financial assistance they could receive from the Quebec Government Loans and Bursaries program. Time: 10 a.m. to 12 noon. Location: H-505, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

### The Loyola Peace Institute

Announces a public seminar by Dr. Duncan Cameron, University of Paris on "Pressures for War: Pressures for Peace." Time: 11:30 a.m. Location: 2149 Mackay, basement lounge. Information: 848-7799.

TUESDAY, OCTOBER 22

### Joint Doctoral Programme in Communication

Michelle Lamont, Dept. of Sociology, Princeton University will speak on "Money, anners, and Morals in the French and American Upper-Middle Class: A Critique of Pierre Bourdieu's Theory of Cultural Capital." Time: 4:15 p.m. Location: DL-200, Senate Chambers, Drummond Science Auditorium, 7141 Sherbrooke St. W.

WEDNESDAY, OCTOBER 23

### Department of History

The Department of History presents a lecture by Prof. Paul Bew, Dept. of Political Science, Queen's University, Belfast, entitled "The Land Question and Irish Nationalism." Time: 4 p.m. Location: H-520, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd.

THURSDAY, OCTOBER 24

### Thursdays at Loneragan

Joanna Bottenberg, Ph.D. Cand., Department of Modern Languages and Linguistics, Concordia University, will speak on "Opera, Wagner, and Nietzsche." Time: 4 to 5:30 p.m. Location: Loneragan College, 7302 Sherbrooke St. W., corner West Broadway. All welcome. Refreshments will be served from 3:30 to 4 p.m. Information: 848-2280.

### Social Aspects of Engineering

Mr. Robert Ferrari, from S.N.C./Lavalin, will speak on "Mitigation of Environmental Impacts." Time: 5:40 p.m. to 8:10 p.m. Course & Location: Engr. 495/2-AA in H-665, 1455 de Maisonneuve Blvd. W.

FRIDAY, OCTOBER 25

### Financial Aid

The Financial Aid and Awards Office will be holding workshops to help students determine how much financial assistance they could receive from the Quebec Government Loans and Bursaries program. Time: 2 p.m. to 4 p.m. Location: H-537, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

### Krishnamurti Information Centre of Montreal

There will be a public talk given by J. Krishnamurti entitled "Looking at the Whole Content of Consciousness." Time: 8 p.m. Location: H-1070, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Information: 937-8869.

THURSDAY, OCTOBER 31

### Science College

The Science College presents Dr. Martha M. Howe, University of Tennessee who will speak on "Technological Breakthroughs in Biology: How They Will Affect You." Time: 8:30 p.m. Location: H-110, Alumni Auditorium, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W. Information: 848-2595.

Events, notices and ads must reach the Public Relations Department (BC-115) in writing no later than Friday, 5pm prior to Thursday publication.

Contact Kevin Leduc at 848-4881 or FAX 848-2814.

## NOTICES

### Amateur Radio Club Classes

Register now for beginner amateur radio classes to be held every Wednesday night from 7 p.m. to 10 p.m. starting October and running to December. Also, intensive 1 weekend session for engineers, and home study program available. All \$50 books included. For more info call 848-7421.

### Ombuds Office

The Ombudspersons are available to any member of the University for information, advice and assistance with University-related complaints and problems. Call 848-4964 or drop into 2100 Mackay, Sir George Williams Campus. Evening appointments on request.

### Legal Information Service

The Legal Information Service is available for information and counselling. If you have problems with your landlord, or with a contract that you signed, or you are looking for information on divorce, **WE CAN HELP!!** Contact us at 848-4960 from 9 a.m. to 5 p.m., Monday through Friday. Come and see us in Room CC-326, 7141 Sherbrooke St. W., Loyola Campus. For students, staff and faculty, this service is **Free and Confidential**.

### Health Services

We are open Monday to Friday from 9 a.m. to 12 noon and 1:30 p.m. to 5 p.m. at both locations: ER-407, 2155 Guy, 848-3565 and CH-101, 6935 Sherbrooke St. W., 848-3575. Our services include general physical examinations, birth control, STD counselling, allergy shots, personal counselling, nutritional information, first-aid and much more. No appointment necessary to see the Nurse. GP's and Specialists are available by appointment.

### Sexual Harassment Officer

The Sexual Harassment Officer can provide you with support, guidance and information on any matter to do with sexual harassment. All inquiries are completely **Confidential**. Call Sally Spilhaus at 848-4857, or drop in at K-110, 2150 Bishop.

### Coffee with The Vice-Rector, Academic

Members of the Concordia Community, students, non-academic personnel and faculty: I would be pleased to have you come and have coffee with me, if you can make it on any of the following Tuesdays this term: October 22, November 26, December 17, after 7:30 p.m. in room AD-231, Administration Building, Loyola Campus, 7141 Sherbrooke St. W. Space is limited so please call Munit Merid at 848-4847 to let know when you will attend.

### Services for Disabled Students

Innovative programs and workshops are special

## UNCLASSIFIED

### Bachelor Sublet

For November/December. Near Guy/Concordia area. \$390. all included. Call 939-5905 or 989-8905.

### Car for Sale

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features of services for Disabled Students. Specially designed workshops on use of adaptive computer equipment for university study and future employment are regularly scheduled. Orientation programs for volunteers and Sign Language workshops are also offered throughout the year. For more information and applications. Contact: 848-3525/3511 (Voice/TDD), SGW Campus in H-580 or 848-3503/3536 (Voice/TDD), Loyola Campus in AD-121.

### Graduate Studies Open House

You are cordially invited to drop in and meet the Acting Dean of Graduate Studies, Martin Kusy, for coffee and light refreshments. Dr. Kusy looks forward to talking with you about your programmes specifically and graduate studies in general. Location of these open houses will be the Graduate Administration building, 2145 Mackay from 6 p.m. to 8 p.m. on the following days: Tuesday, Wednesday, November 20 and Thursday, December 12. We look forward to seeing you and we hope that you will be able to join us. Kindly call Kali Sakell at 848-3803 to let her know the day you will be attending as space is limited.

### Centre for International Academic Cooperation

C.I.A.C. invites all full-time Concordia students to apply to the "Student Exchange Programmes." Exchange programmes are available in France, Germany, the Netherlands, the United Kingdom and the United States. For more information concerning the Student Exchange Programmes, please contact the C.I.A.C. at 848-4987, or drop by AD-207 on the Loyola Campus. Applications will be available in the following Departments; Guidance Services, H-440, SGW Campus and at Loyola, AD-207 & AD-121. Applications will be available until the end of October.

### Muslim Students Association

Meetings are held every Wednesday in P-307, 2020 Mackay from 5:30 p.m. to 6:30 p.m. All are welcome.

Forum on Islam, "Human Rights in Islam" in room H-651 at 6:30 p.m. Guest Speaker: Sheikh Ridwan Yusof. Refreshments will be served. Information: 848-7418.

The Loyola Gym is booked for Muslim Students Association members from 5 p.m. to 7 p.m. The game of the week is volleyball. Information: 848-7418.

Notice to all Muslim Students and Staff. Congregational prayer is held in the Mosque. Friday prayer starts at 1:15 p.m. Location: 2090 Mackay, room 05. Information: 848-7418.

## DOCTORAL THESIS

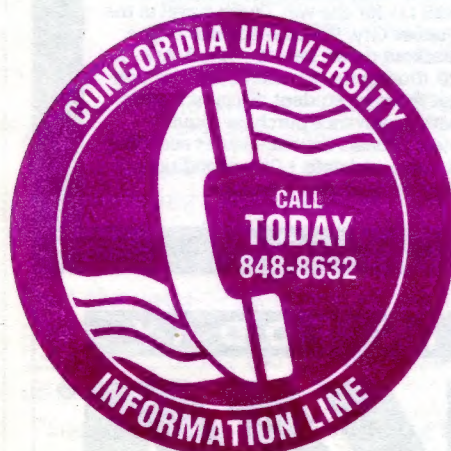
MONDAY, OCTOBER 21

Conrod, Beverley 9:30 a.m. in H-769, 1455 de Maisonneuve Blvd. W. Thesis title: "The Effectiveness of Perceptual Training and Educational Psychosocial Counselling in the Adjustment to Visual Impairment."

WEDNESDAY, OCTOBER 23

O'Mara, Kevin at 10 a.m. in H-773, 1455 de Maisonneuve Blvd. W. Thesis title: "On the Development of Computational Models of the English Lexicon."

The Back Page is continued on page 7



INFO-CONCORDIA

En français: 848-7369